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ABSTRACT

The curriculum guide for special education students is intended to serve as a supplement to the Washington 1980 State Traffice Safety Education Curriculum Guide. The guide is also correlated with two popular traffic safety texts. Each of the 21 modules contains a goal statement, a list of vocabulary words that might be difficult, a check sheet that lists requirements for both the special education teacher and the traffic safety teacher, samples of any materials or worksheets, and a module evaluation section. Modules are concerned with the following areas: introduction to traffic safety, preparing and controlling the vehicle, maneuvering in limited space; intersections; traffic flow; lane changes; passing; critical driving tasks; vehicle malfunctions and breakdowns; city and freeway environments; obtaining your driver's licence; signs, signals, and pavement markings; human functions--defensive driving; roadway variations; limited visibility and lessened traction; special driving conditions; vehicle characteristics, motorcycle awareness; nonmotorized traffic; internal and physical factors, alcohol and other drugs; vehicle maintenance; planning for travel; legal and postcrash responsibilities; and individual responsibilities and opportunities, fuel conservation, and system improvement. Also included is a pre/posttest. (DB)

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SPECIAL EDUCATION/TRAFFIC SAFETY EDUCATION

CURRICULUM GUIDE

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- Joe Mertens, ESD 101, Spokane
- Art Opfer, ESD 105, Yakima

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- Jeanette Bowers, Special Education Teacher, Evergreen High School, Vancouver
- Ellen Cholski, Special Education Teacher, North Thurston High School, Lacey
- Bob Craig, Traffic Safety Education Teacher, Woodland High School, Woodland
- Tim Gilmore, Special Education/Traffic Safety Education Teacher, Centralia High School, Centralia
- Chuck Kelley, Traffic Safety Education Teacher, Evergreen High School, Vancouver
- Jim Rosendale, Special Education/Traffic Safety Education Teacher, Olympic High School, Bremerton
- Chris Wilde, Special Education Teacher, Tahoma High School, Kent

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INTRODUCTION

The curriculum that is set forth in this publication is designed to meet the needs of a special population, special education students. It has been created to assist Traffic Safety Education Teachers in meeting the goals of a total Traffic Safety Education Program for all students eligible for licensing in the State of Washington. A special education student has the need to and probably will operate a motor vehicle in the Highway Transportation System. It is the role of the Traffic Safety Education Program to design and implement the best possible curriculum to accomplish this task.

The special education student has been dealt with in many different ways by school districts throughout our state, and it is hoped that with the introduction of this suggested curriculum a standardization of treatment will begin to take place. This curriculum is designed to work hand in hand with the newly introduced curriculum model offered by the State Office of the Superintendent of Public Instruction, spring 1980. That curriculum was designed to provide goals and objectives for a standard course of traffic safety education instruction. It is the intent of this program to have all students of special education participate in that standard course. This curriculum has been designed to support that course and expand it to allow the Special Education Teacher to give the assistance needed to gain success with the special education student.

The curriculum is unique in that it has been keyed to two common texts now offered for sale by publishers. It could be adapted to other publications by modifying the references to reflect that change. The curriculum is designed to be supported by a set of tapes that will be kept in the special education area. This would allow the student to listen to the required reading assignments each week if reading is a major problem.

It is the intent of this program to develop a team approach with the Traffic Safety Education Teacher and the Special Education Teacher working together to provide a complete experience for the special education student. Working with this team, the student should be able to accomplish the basic knowledge and skills required in order to be recommended for licensing within our state.

Since most Traffic Safety Education Programs are set up on a specific time span, one quarter or one semester, it is highly possible that the special education student may not be able to keep up with that pace. Therefore, it may be desirable to allow the student to progress at a slower rate or repeat the course in order to meet all of the objectives of the program. This support curriculum has emphasized the classroom area of instruction and has not modified the curriculum requirement for on-street. The only adjustment in that phase may be the time required for special education students to demonstrate proficiency for the required objectives. It is suggested that this consideration be taken into account when establishing schedules for on-street instruction.

THE SPECIAL EDUCATION STUDENT

It is not enough to acknowledge that there is a need for the special education student to operate a motor vehicle. A more important acknowledgement is the fact that educators in the field of driver and traffic safety education must realize that special education students requires special training that fits their specific abilities. To develop a program of instruction for the special education student, an understanding of the student's abilities and characteristics must be examined.

Below are listed some factors which should be considered with some special education students. However, it must be kept in mind that each student will vary in the degree of these factors.

Factors to be Considered with the Special Education Student

1. Sensitivity to Learning Environment and Peer and Teacher Acceptance
2. Reaction Time
3. Attention Span
4. Transfer of Learning
5. Ability for Planning
6. Imagination
7. Use of Concepts
8. Vocabulary
9. Evaluation Techniques
10. Range of Interest
11. Physical, Mental, and Emotional Maturation
12. Physical Perception

DIRECTIONS FOR USE

Each of the modules of instruction found in this curriculum has been written as a supplement to the ones found in the spring 1980 State Traffic Safety Education Curriculum Guide. Even though this special education curriculum is a self-contained guide for the Special Education Teacher, it would be helpful for the Traffic Safety Education Teacher to have on hand the 1980 State Guide to easily coordinate the two.

The first page of each module starts with a goal statement that highlights what is trying to be accomplished within that module of instruction. It is followed by a list of student learning activities that the Special Education Teacher needs to do with the students for them to successfully complete the module. If a student learning activity requires the completion of a work sheet or listening to a tape, those materials will be found in the curriculum or supplied by the Traffic Safety Education Teacher.

The second page of each module has a list of vocabulary words that may be a problem for students or teachers. The list comes basically from the text, Drive Right, although it has been expanded in some modules. The number after each word keys it to a page in Drive Right, but the Traffic Safety Education Teacher should review the list and reference it to the classroom texts. The Special Education Teacher can then easily check the page reference listed for any questions as to definitions. The vocabulary list is followed by a summary of major ideas (also from Drive Right) to give the Special Education Teacher a better overview of the material to be covered.

The third section of each module is a crucial one. Because the student in reality is working with two people, one from Traffic Safety Education and one from the Special Education area, there is a need to establish a check sheet to assist teachers with areas of responsibility. Therefore, a sheet has been included in this section that lists all requirements for both areas. An "X" has been placed in the column marked TSE Teacher for those activities for which he or she should be responsible and in the column marked Spec. Ed. Teacher for the areas for which he or she could be responsible. If "X"s appear in both columns, it is the responsibility of both teachers to give instruction on that material.

Following the check sheet section there will be samples of any materials and work sheets that the Special Education Teacher is required to review or complete with the student. Any work sheets and activities the Traffic Safety Education Teacher is responsible for can be found in the 1980 State TSE Curriculum Guide and were not included in this guide.

The last section of each module is the evaluation section. The tests included there are derived from the objectives and learning activities. These tests may be used for evaluating each module. Some teachers may wish to modify the tests included in this guide, and this is encouraged, but also it is cautioned that testing is a problem area for special education students, and tests of long length or with difficult directions may create problems. Tests should be kept short and easy to administer. A course pre-post test is also included at the end of the modules.

Perhaps the most important "Direction" is to remember that this is only a guide and that the best way to use it is for the Traffic Safety Education Teacher and the Special Education Teacher to sit down together and using this curriculum and the district's Traffic Safety Education Curriculum Guide put together a program that will most meet the needs of special education students in their district. Teachers from each area, Traffic Safety Education and Special Education, should feel free to call on each other's expertise to develop and implement a workable, effective program. The Traffic Safety Education Teacher will need to provide the Special Education Teacher with the appropriate classroom texts, procedure sheets, work sheets, media, and policies so that he or she is familiar with the Traffic Safety Education Program in which the student is involved. The Special Education Teacher will need to provide the Traffic Safety Education Teacher with constant feedback regarding appropriateness of material, problems or areas needing improvement, and student progress so that the Traffic Safety Education Teacher can best meet the needs of special education students in the program. It is only when the Traffic Safety Education Teacher and the Special Education Teacher work hand in hand to provide a viable program of instruction in traffic safety that the goal of this curriculum will be met.

INTRODUCTION

GOAL: To understand overview of Traffic Safety Education course and develop understanding of the Highway Transportation System

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 2-15, and/or Sportsmanlike Driving, pages 2-11 (*).
2. Complete work sheet Wla.

(*) Or have textbook read to the student or listen to tape of textbook reading.

MODULE 1 -- INTRODUCTION

VOCABULARY

collision, 10
deciding, 9
driving task, 7
executing, 9
highway transportation system (HTS), 4
identifying, 8
IPDE process, 8
multiple cause, 10
predicting, 9
revocation, 10
suspension, 10
vehicle code, 10

SUMMARY

1. The Highway Transportation System (HTS) is made up of people, vehicles, and highways.

2. The job of the HTS is to move people and goods from one place to another safely and efficiently.

3. Most people use the HTS all their lives as pedestrians, passengers, drivers, and cyclists. They depend on the efficient operation of the HTS for transportation and movement of essential supplies.

4. The driving task includes all the skills and properly timed actions a driver must make in operating a vehicle safely and efficiently.

5. Driving is a mental task because the driver must make decisions that the arms and legs transform into actions to control the vehicle.

6. Driving is a social task because it requires interaction and cooperation with other road users.

7. The IPDE process has four steps: *Identifying* information from the driving scene; *Predicting* possible problems; *Deciding* on necessary speed, position change, or other action; *Executing* the correct control responses.

8. Most collisions have several causes. Some of the causes may be defects or failures in the highway or the vehicle, but mostly collisions result from poor decisions and actions of highway users.

9. State legislatures pass the laws which make up the vehicle code; traffic police enforce the laws; courts determine guilt or innocence of those charged with violating the law; departments of motor vehicles set up rules and regulations for the control of drivers and vehicles.

10. Young drivers have poor driving records because of inexperience as drivers, as well as certain characteristics of youth. Proper instruction in driver education can improve this record.

MODULE 1 -- INTRODUCTION

GOAL: To understand overview of Traffic Safety Education course and develop understanding of the Highway Transportation System

	TSE Teacher	Spec. Ed. Teacher
1. Read Drive Right, pages 2-15, and/or Sportsmanlike Driving, pages 2-11 (*).		X
2. Teacher-led discussion on student responsibility.	X	
3. Complete enrollment forms.	X	
4. Teacher-led discussion HTS (overheads).	X	
5. Complete work sheet Wla.		X
6. Complete evaluation El.		X

WORK SHEET W1a

1. What are the three parts of the Highway Transportation System?

(1) ______________________________

(2) ______________________________

(3) ______________________________

2. What part causes the most problem in the System?

____

3. What are the four steps of the IPDE process and what does each mean?

(1) ____________________ ______________________________

(2) ____________________ ______________________________

(3) ____________________ ______________________________

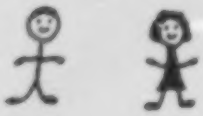
(4) ____________________ ______________________________

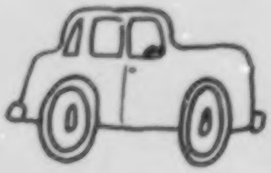
4. Do young drivers have many accidents? Yes ☐ No ☐

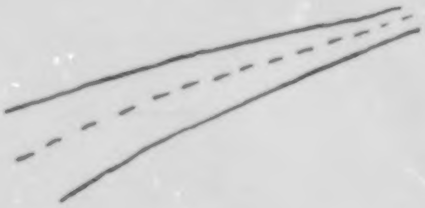
Why? ____

EVALUATION E1

1. Label the following parts of the HTS. (3 points)







______________ ______________ ______________

2. Put the following in order: (4 points)

Predict	1. ______________
Execute	2. ______________
Decide	3. ______________
Identify	4. ______________

3. The above is commonly known as the __ __ __ __ process. (2 points)

4. Young drivers have many accidents. (1 point)

☐ True ☐ False

PREPARING AND CONTROLLING THE VEHICLE

GOAL: To understand the instruments, devices and controls in the driver's compartment and to demonstrate knowledge of the following procedures:

Pre-entry
Pre-ignition
Starting the engine and preparing to move
Accelerating and braking
Steering and turning
Stopping and securing

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 34-53 and 90-93, and/or Sportsmanlike Driving, pages 12-39.
2. Demonstrate knowledge of the six procedures. Suggested methods are role play, listening, oral, writing, unscrambling. *
3. Complete work sheet W2a.

* These methods are suggested for use throughout for demonstrating procedures.

MODULE 2 -- PREPARING AND CONTROLLING THE VEHICLE

VOCABULARY

accelerator, 39
alternator light, 37
automatic choke, 39
brake system warning light, 37
clutch, 39
defroster, 41
dimmer switch, 40
emergency flasher, 41
foot brake, 39
fuel gauge, 36
hand-over-hand, 93
head restraint, 41
high beam indicator, 40
ignition switch, 38
odometer, 36
oil pressure warning light, 37
parking brake, 39
rearview mirrors, 40
seat adjustment lever, 38
selector lever, 38
shift indicator, 43
shoulder harness, 41
speedometer, 36
sun visor, 41
temperature indicator light, 37
three-speed transmission, 47
turn signals, 40

SUMMARY

1. Each instrument on the instrument panel gives important information to the driver about the condition of the car. The driver should check the gauges and warning lights often.

2. Various devices, controls, and signals provide the driver with the means of seeing better and communicating with other road users as well as provide safety and comfort for the car's occupants.

3. A comfortable sitting position behind the wheel helps in the safe and efficient operation of a car. The driver is able to reach all controls and devices.

4. A driver should perform the pre-ignition checks every time before starting the engine.

5. Drivers must know the PRNDL positions on the shift indicator so that they can shift an automatic transmission car without taking their eyes off the road.

6. Drivers must be able to start the engine, to put the car in motion, and to stop in a car with automatic transmission so that these procedures will become habitual.

7. When backing a car, put the right arm over back of seat. Look back through the rear window. Steer with left hand starting at the 12 o'clock position. To back right, steer right; to back left, steer left.

8. Before leaving a parked car, the driver should be sure that an automatic-shift car is in PARK or a stickshift car is in REVERSE, parking brake is set, ignition switch is locked, key is removed, lights are turned off, windows are closed, and all doors are locked.

9. The steering position used for controlled steering must be comfortable for the driver. A commonly used position is 10 and 2, as on the face of a clock. Some people prefer a 9 and 3 position. The wheel should be held from the outside of the rim.

MODULE 2 -- PREPARING AND CONTROLLING THE VEHICLE

GOAL: To understand the instruments, devices and controls in the driver's compartment and to demonstrate knowledge of the following procedures:

Pre-entry
Pre-ignition
Starting the engine and preparing to move
Acceleration and braking
Steering and turning
Stopping and securing

	TSE Teacher	Spec. Ed. Teacher
1. Read Drive Right, pages 34-53 and 90-93, and/or Sportsmanlike Driving, pages 12-39.	X	X
2. Teacher-led discussion on identification, use, and purpose of control devices.	X	
3. Small groups reciting steps to each other.	X	
4. Demonstrate knowledge of the six procedures.	X	X
5. Complete work sheet W2a.		X
6. Practice and demonstrate procedures in TSE vehicle.	X	
7. Complete evaluation E2.		X

WORK SHEET W2a

Rewrite the procedures in the correct order.

Pre-Ignition

1. Adjust the inside and outside mirrors
2. Physically check the park brake
3. Close and lock doors
4. Place key in ignition switch
5. Fasten seat belts and shoulder harness
6. Adjust the seat

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

Starting the Engine

1. Turn key to start position
2. Turn key to "on" position and check gauges
3. When the engine starts, release key
4. Place the right foot on the brake
5. Check for Park gear

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Putting the Car in Motion

1. Release the park brake
2. With foot on brake, shift to drive
3. Check traffic and move into the travel lane

1. ______________________________
2. ______________________________
3. ______________________________

Securing the Car

1. Shift to park
2. Stop the car
3. Turn off accessories and then the ignition
4. Set parking brake

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Pulling Out From Curb

1. Check mirrors
2. Check blind spot
3. Hold brake down firmly with right foot
4. Signal
5. Release parking brake
6. Shift to drive
7. Pull away from curb
8. Cancel signal
9. Position car in lane

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________

Returning to Curb

1. Signal
2. Check blind spot
3. Secure car
4. Check mirrors
5. Brake to smooth st[illegible]
6. Cancel signal

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

EVALUATION E2

MULTIPLE CHOICE (5 points) Place a check mark by the correct answer.

1. Adjust the seat, check parking brake, and adjust mirrors are examples of:

____ a. pre-ignition

____ b. securing the car

____ c. starting the engine

2. When putting the car in motion, you should first:

____ a. check traffic and move into lane.

____ b. shift to drive.

____ c. release parking brake.

3. The last thing you do to secure the car is:

____ a. stop car

____ b. shift to park

____ c. set parking brake

____ d. remove key from ignition

4. When pulling away from a curb, you should:

____ a. check mirror, signal, head check, go

____ b. head check, signal, check mirror, go

5. To pull to the curb, you should:

____ a. check mirror, head check, signal, go

____ b. check mirror, signal, head check, go

EVALUATION E2

(Page 2)

TRUE AND FALSE (5 points) Place a check mark by the correct answer.

6. ___T ___F The alternator keeps track of mileage.

7. ___T ___F The fuel gauge measures the amount of gas in the tank.

8. ___T ___F The dimmer switch is used to change headlights from high to low beam.

9. ___T ___F Emergency flashers can be used to warn other drivers that your car is a hazard.

10. ___T ___F PRNDL are letters that explain the human function in driving.

MANEUVERING IN LIMITED SPACE

GOAL: Understand maneuvering in a limited space including:

a) right and left turns
b) backing
c) turnabouts
d) parking

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 91-101, and/or Sportsmanlike Driving, pages 40-43, 61-64, and 70-78.

2. Demonstrate knowledge of the procedures for maneuvering in limited space.

3. Complete work sheet W3a.

MODULE 3 -- MANEUVERING IN LIMITED SPACE

VOCABULARY

angle parking, 98

hand-over-hand, 93

lane change, 94

mid-block U-turn, 97

perpendicular parking, 98

three-point turnabout, 97

SUMMARY

1. The steering position used for controlled steering must be comfortable for the driver. A commonly used position is 10 and 2, as on the face of a clock. Some people prefer a 9 and 3 position. The wheel should be held from the outside of the rim.

2. To change lanes, check traffic through rearview mirrors and over shoulder, signal, and move into correct lane if the way is clear.

3. Prepare for a turn at an intersection at least a block away by moving to the proper lane. Signal and start slowing while making traffic checks. Turn into the same lane by using hand-over-hand steering.

4. When backing a car, put the right arm over back of seat. Look back through the rear window. Steer with left hand starting at the 12 o'clock position. To back right, steer right; to back left, steer left.

5. A turnabout from an alley on the right is started by backing into the alley. After checking traffic and signaling, drive forward into the proper lane. For a turnabout on the left, turn left into an alley or driveway, check traffic, and back slowly to the right into nearest lane. Proceed forward.

6. When making a three-point turnabout and mid-block U-turn, begin from a stopped position at far right. Check traffic, signal, and move car slowly while turning sharply left with hand-over-hand steering, back up turning sharply to the right, pull forward and center in proper lane.

7. When looking for an angle parking space, stay well away from the parked cars. Check traffic, signal, and turn sharply into the space when you can see the right lane line.

8. In order to keep a parked car from rolling downhill, the wheels should be turned to rest against the curb. If there is no curb, wheels must be turned so car will not roll into the road if pushed or released.

9. Starting on a hill can be done either by using the left foot on the brake pedal or by using the accelerator and releasing the parking brake at the same time.

MODULE 3 -- MANEUVERING IN LIMITED SPACE

GOAL: Understand maneuvering in a limited space including:

a) right and left turns
b) backing
c) turnabouts
d) parking

	TSE Teacher	Spec. Ed. Teacher
1. Read Drive Right, pages 91-101, and/or Sportsmanlike Driving, pages 40-43, 61-64, 70-78.	X	X
2. Demonstrate knowledge of procedures.	X	X
3. Complete work sheet W3a.		X
4. Practice and demonstrate maneuvers in TSE vehicle.	X	
5. Complete evaluation E3.		X

INSTRUCTIONS FOR

WORK SHEET W3a

Using the overheads, explain and discuss the correct procedures to follow when doing the following maneuvers:

1.	Left and right turns	(DR*- 94)	(SD*- 40-41 & 67-69)
2.	Angle parking	(DR - 98)	(SD - 70-71)
3.	U-turn	(DR - 97)	(SD - 76)
4.	Three-point turn	(DR - 97)	(SD - 77)
5.	Turnabout using driveway on left	(DR - 96)	(SD - 73-74)
6.	Turnabout using driveway on right	(DR - 96)	(SD - 73-74)
7.	Up and downhill parking	(DR - 100)	(SD - 93-94)

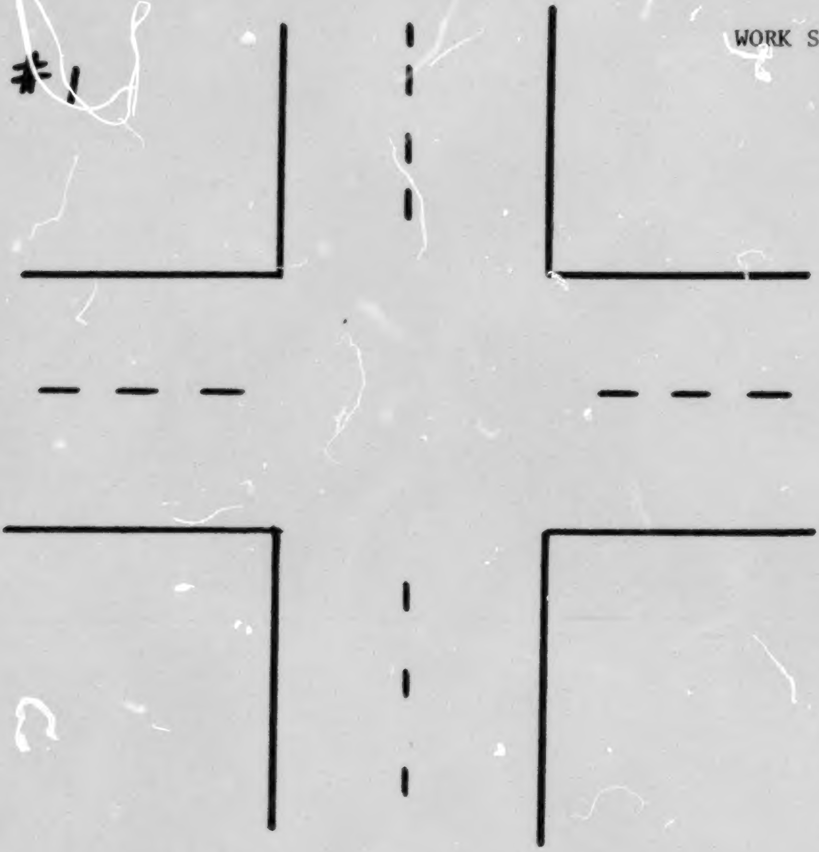
The procedures are listed in the textbooks or refer to summary.

The numbering of the maneuvers corresponds to whichever overhead you use to explain the maneuver.

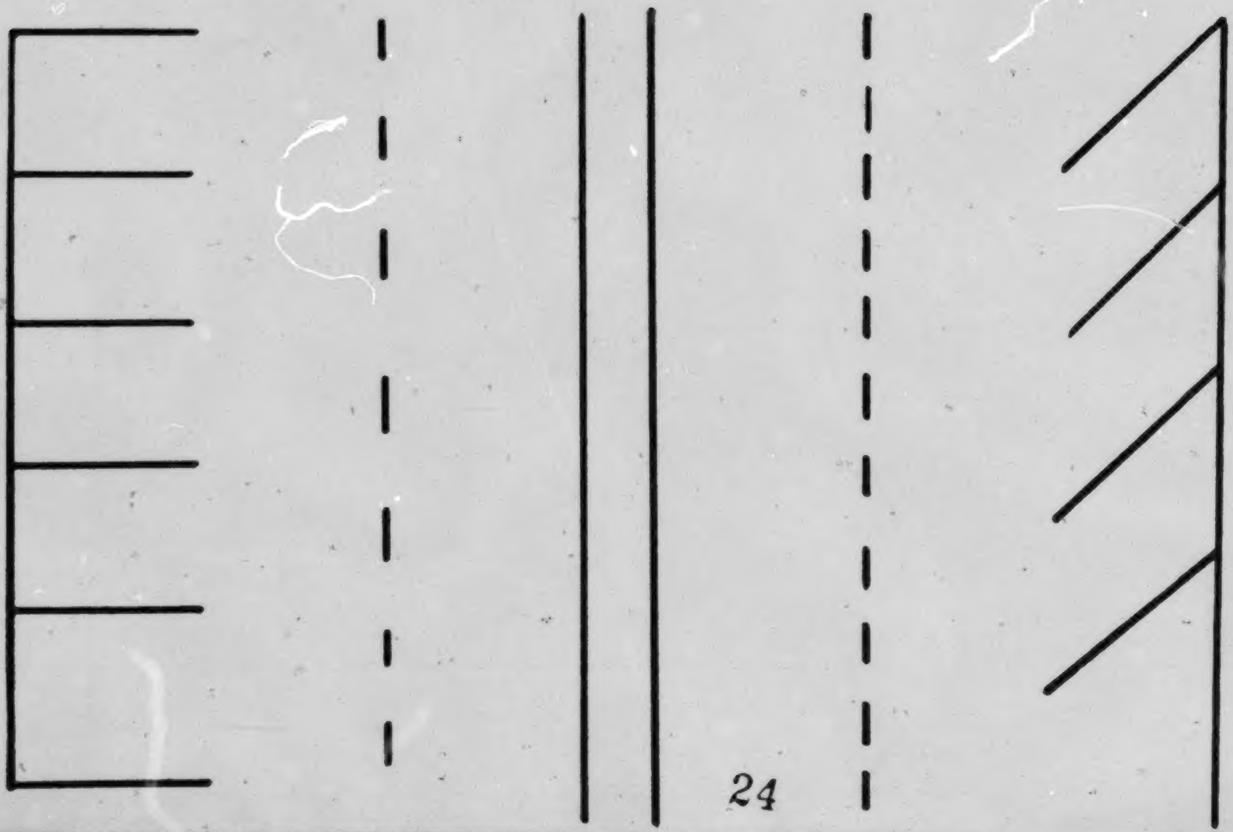
* DR - Drive Right
SD - Sportsmanlike Driving

WORK SHEET W3a

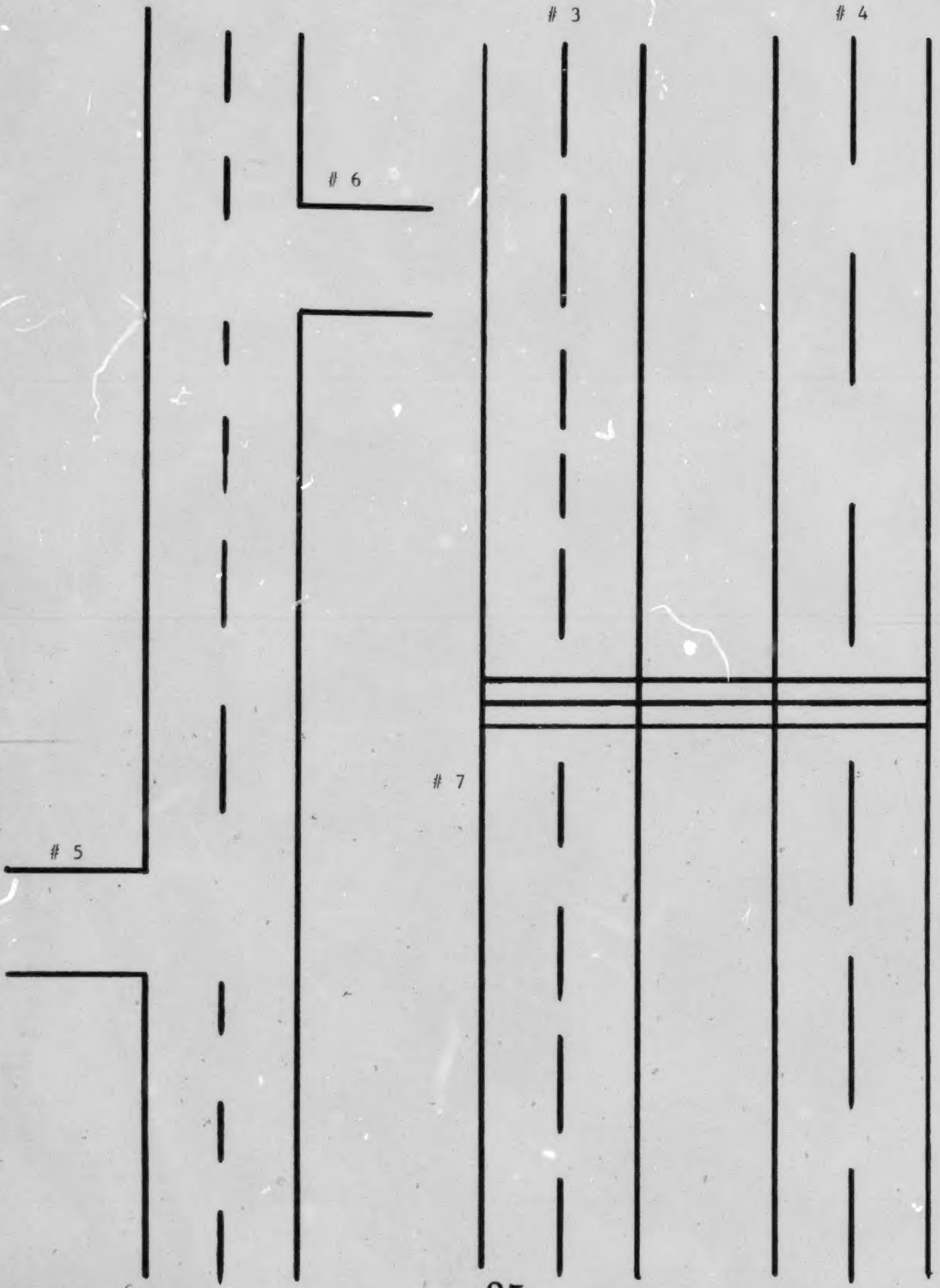
#1



#2 #2



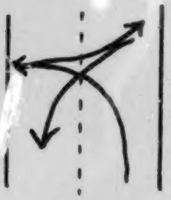
WORK SHEET W3a
(Page 2)



EVALUATION E3

Place a check mark by the correct answer.

1. Which turnabout is this?



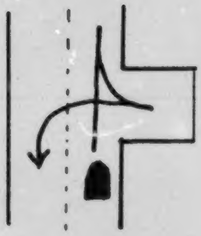
____ a. driveway turn

____ b. two-point turn

____ c. U-turn

____ d. three-point turn

2. This is which turnabout?



____ a. driveway turn on left

____ b. driveway turn on right

____ c. three-point turn

3. When backing straight, put your left hand at:

____ a. 3 o'clock

____ b. 6 o'clock

____ c. 12 o'clock

____ d. 9 o'clock

4. ___T ___F Hand-over-hand steering is best to use when backing around a corner.

5. ___T ___F Before you try a turnabout in an unfamiliar city, you should be aware of the local traffic laws concerning these maneuvers.

6. ___T ___F The safest way to turn a car around is a U-turn.

7. Signal how far from the turn?

____ a. 50 feet

____ b. 100 feet

____ c. 150 feet

____ d. 200 feet

EVALUATION E 3

(Page 2)

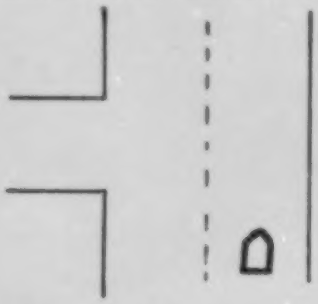
8. Parking uphill with curb, turn the front wheels:

____ a. left

____ b. right

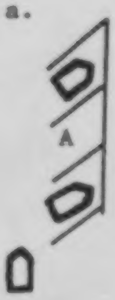
____ c. either way

9. Draw a turnabout using the diagram below.

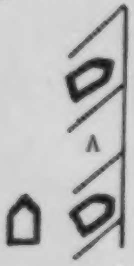


10. In angle parking, which shows the best time to steer sharply right into parking space A?

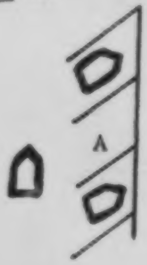
____ a.



____ b.



____ c.



INTERSECTIONS

GOAL: Understand the ability to approach, enter, and exit an intersection

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 107-115, and/or Sportsmanlike Driving, pages 66-70.
2. Utilizing work sheets W4b and W4c, prepare overhead transparency and use in discussion.
3. Complete work sheet W4d.
4. Complete work sheet W4e.

MODULE 4 -- INTERSECTIONS

VOCABULARY

controlled intersection, 108	protected left turn, 110
controlled railroad crossing, 116	right of way, 114
delayed green light, 110	uncontrolled intersection, 112
gap, 108	unprotected left turn, 110
joining, 109	

SUMMARY

1. The average time required to cross a street is 4 seconds and to turn right or turn left is 6 seconds.
2. The distance covered in 6 seconds at 20 mph is 1/2 block, at 25 mph is 2/3 block, at 30 mph nearly 1 block, and at 35 mph over 1 block.
3. To enter a through street where visibility is reduced, continue to glance left and right, and plan position changes as you move from a stopped position to a point where visibility improves.
4. Before making a left turn at a traffic light with oncoming cars, check the traffic light, inside lane, outside oncoming lane, and turn path.
5. The different kinds of protected left turns are green arrows, special left-turn lights, and delayed green cycles.
6. Right-turn conflicts should be expected with pedestrians in the crosswalk, with traffic to the rear, and with oncoming left-turning cars.
7. Right and left turns on red after a stop must be handled in the same way as STOP signs. Left turns on red can be made only from a one-way to another one-way street.
8. At controlled intersections, traffic is controlled by means of STOP signs, YIELD signs, or traffic lights. At uncontrolled intersections, there are no signs or lights, and approaching drivers must control the intersection.
9. When approaching an uncontrolled intersection, reduce speed and check for approaching traffic to left and right.
10. The basic rules for yielding right of way: The car turning left must yield to on-coming traffic; the car on the right always has the right of way.
11. Drivers must yield to traffic at uncontrolled intersections if entering from a parked position or an alley, to an emergency vehicle, to pedestrians, and to vehicles already in the intersection.
12. When approached from the rear by an emergency vehicle, pull over to the right and never follow closer than 500 feet.

MODULE 4 -- INTERSECTIONS

GOAL: Understand the ability to approach, enter, and exit an intersection

		TSE Teacher	Spec. Ed. Teacher
1.	Read Drive Right, pages 107-117, and/or Sportsmanlike Driving, pages 66-70.	X	X
2.	Complete work sheets W4a, b, c.	X	
3.	Overhead--discussion utilizing work sheets W4b and W4c.		X
4.	Complete work sheet W4d.		X
5.	Complete work sheet W4e.		X
6.	Demonstrate knowledge of procedures.	X	X
7.	Practice and demonstrate maneuvers in TSE vehicle.	X	
8.	Complete evaluation E4.		X

WORK SHEET W4b
(Page 1 of 4 pages)

LANE POSITION AT INTERSECTIONS

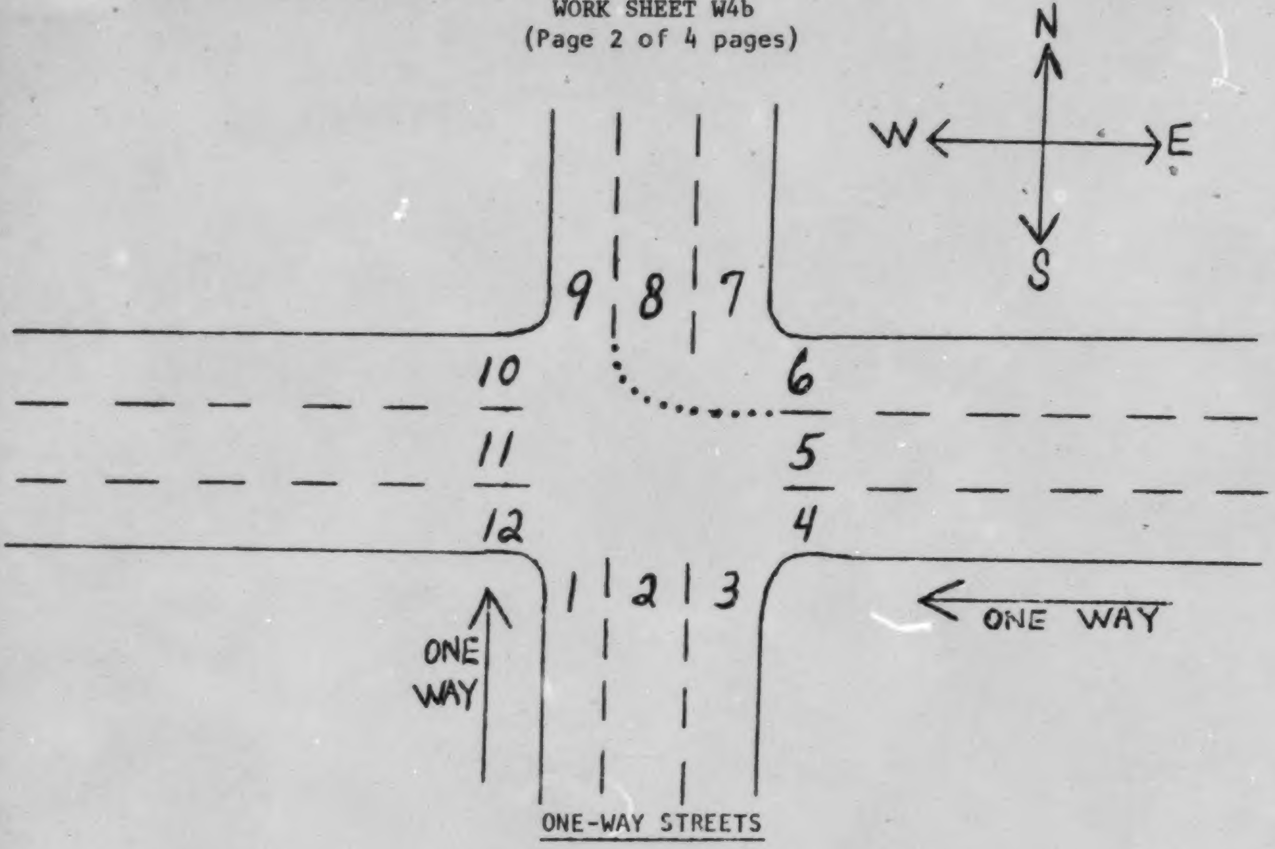
As a rule of thumb when you are turning from or into a multiple-lane street, you should make left turns from the furthest legal lane to the left into the furthest legal lane to the left, and right turns from the furthest legal lane right into the furthest legal lane to the right.

On multiple-lane streets where more than one lane is permitted to turn, you should turn into the same lane as the one from which you turned (e.g., if turning left from the 2nd legal lane from the left, you should turn into the 2nd legal lane from the left, and so on). However, you should follow the pavement markings if a different procedure is expected at a particular intersection.

North is always at the top of the diagram, making south at the bottom, west to the left, and east to the right.

After studying each of the diagrams on the following pages, answer the questions concerning them by placing the letter of the correct answer on the line in front of the number.

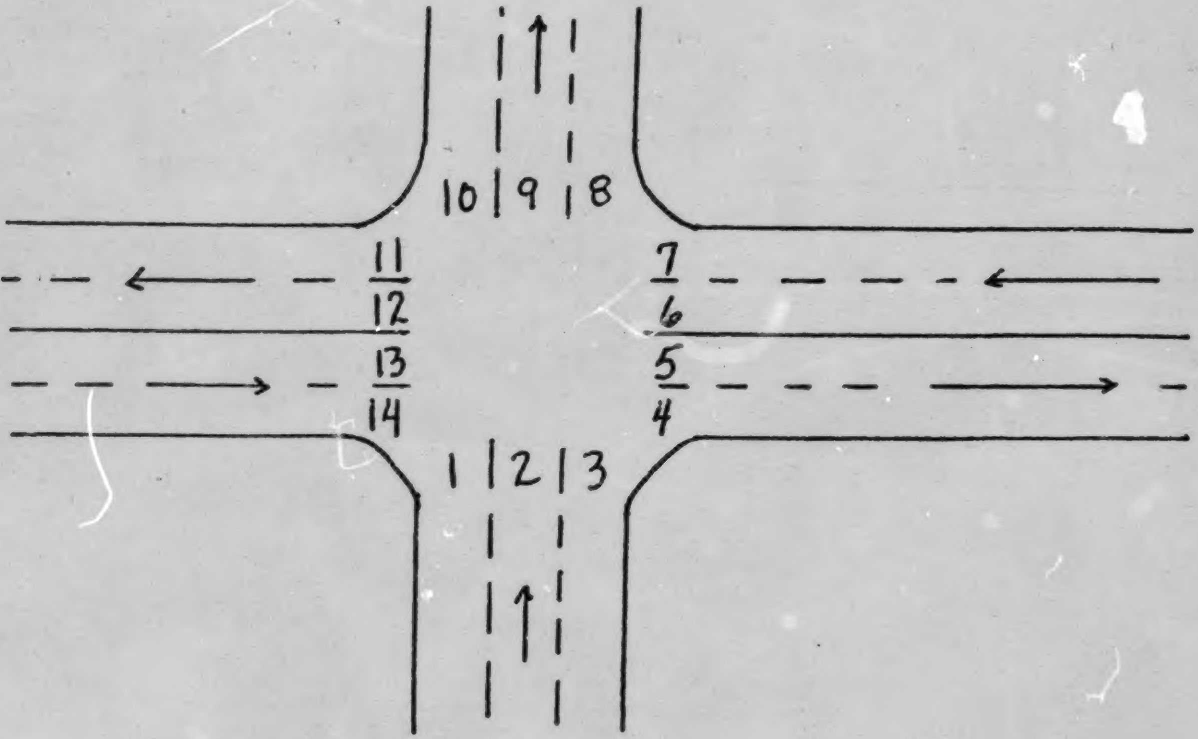
WORK SHEET W4b
(Page 2 of 4 pages)



ONE-WAY STREETS

_____1.	You are going North and want to turn West. You should turn from which lane?	A. Lane 1 B. Lane 2	C. Lane 3
_____2.	You are going North and want to go West. You should turn into which lane?	A. Lane 10 B. Lane 11	C. Lane 12
_____3.	You are going West and want to go North. You should turn from which lane?	A. Lane 4 B. Lane 5	C. Lane 6
_____4.	If you are traveling West, and want to turn North, you should turn into which lane?	A. Lane 7 B. Lane 8	C. Lane 9
_____5.	You are in Lane 1, intending to turn West. The light turns red as you approach. You should:	A. Wait for a green light. B. Stop, check traffic and turn, if clear. C. Stop, then turn. D. Make your turn on the red light, without stopping.	
_____6.	If a left turn is permitted out of Lane 2, you should turn into which lane?	A. Lane 10 B. Lane 11	C. Lane 12
_____7.	A right turn is permitted out of Lane 5. You should turn into which lane?	A. Lane 7 B. Lane 8	C. Lane 9

WORK SHEET W4b
(Page 3 of 4 pages)



TWO WAY - ONE WAY

_____1. You are traveling East, and want to turn North. You should turn into which Lane?
A. Lane 8
B. Lane 9
C. Lane 10

_____2. You are traveling North, and want to turn West. You should turn from which Lane?
A. Lane 1
B. Lane 2
C. Lane 3

_____3. You are traveling North, and want to turn West. You should turn into which Lane?
A. Lane 11
B. Lane 12
C. Lane 13
D. Lane 14

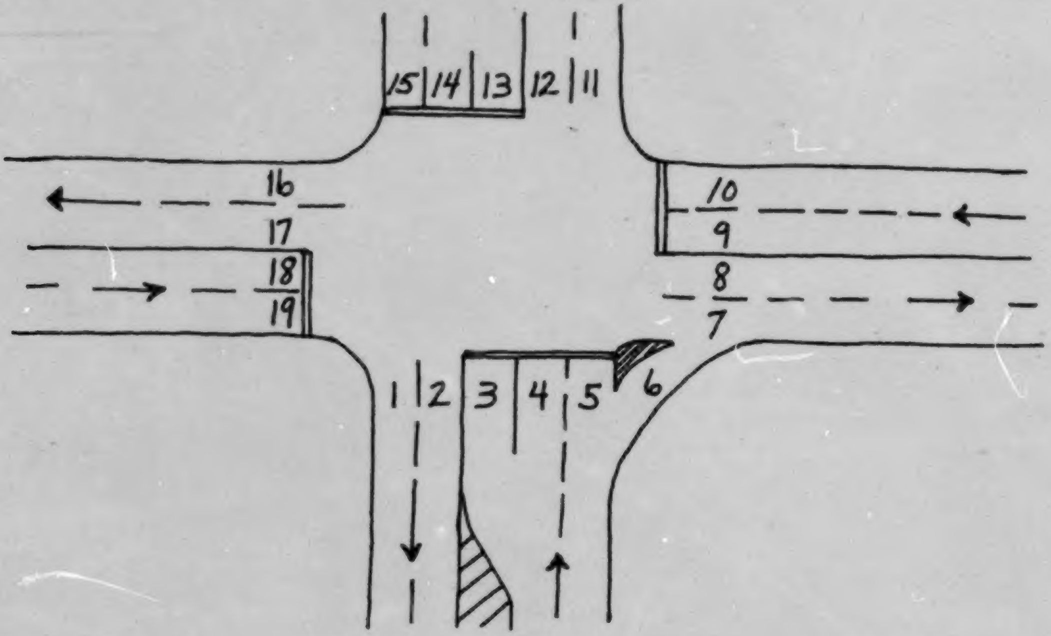
_____4. You are traveling North, and want to go East. You should turn into which Lane?
A. Lane 4
B. Lane 5
C. Lane 6
D. Lane 7

_____5. You are going North, and want to turn East. You should turn from which Lane?
A. Lane 1
B. Lane 2
C. Lane 3

_____6. You are traveling North, and want to continue through the intersection to the North. The best lane would be:
A. Lane 1
B. Lane 2
C. Lane 3

_____7. If a right turn is permitted from Lane 2, you should turn into which Lane?
A. Lane 4
B. Lane 5
C. Lane 6
D. Lane 7

WORK SHEET W4b
(Page 4 of 4 pages)



TWO WAY - TWO WAY

You are approaching this intersection in Lane #5. You are going to turn left at the intersection, and travel West.

_____1. Your first maneuver should be into which Lane? A. Lane 6 C. Lane 4
B. Lane 3 D. Lane 2

_____2. From which lane should you turn left? A. Lane 3 C. Lane 6
B. Lane 4 D. Lane 5

_____3. In which lane should you have completed your turn? A. Lane 16 C. Lane 18
B. Lane 17 D. Lane 19

You are traveling North, approaching this intersection. You are driving in Lane #5. You are going to turn right, and travel East, at the intersection.

_____4. Your first maneuver should be into which Lane? A. Lane 4 C. Lane 6
B. Remain in Lane 5 D. Lane 7

_____5. By which lane should you turn right? A. Lane 5 C. Lane 7
B. Lane 6 D. Lane 8

_____6. In which lane should you complete your right turn? A. Lane 5 C. Lane 7
B. Lane 6 D. Lane 8

You are traveling West, approaching this intersection. You are driving in Lane #9. You are going to turn right, and drive North, at this intersection.

_____7. Your first maneuver should be into which Lane? A. Lane 7 C. Lane 9
B. Lane 8 D. Lane 10

_____8. You will start the turn from which Lane? A. Lane 8 C. Lane 10
B. Lane 9 D. Lane 11

_____9. You will complete your right turn in which Lane? A. Lane 9 C. Lane 11
B. Lane 10 D. Lane 12

You are traveling East, approaching this intersection. You are driving in Lane #19. You are going to turn left, and travel North, at this intersection.

____10. Your first maneuver should be into which Lane? A. Lane 1 C. Lane 18
B. Lane 19 D. Lane 17

____11. You will start the turn from which Lane? A. Lane 1 C. Lane 18
B. Lane 19 D. Lane 17

____12. You will complete your left turn in which Lane A. Lane 14 C. Lane 12
B. Lane 13 D. Lane 11

____13. If a right turn is permitted from Lane 9, you should turn into which Lane? A. Lane 11 C. Lane 13
B. Lane 12 D. Lane 14

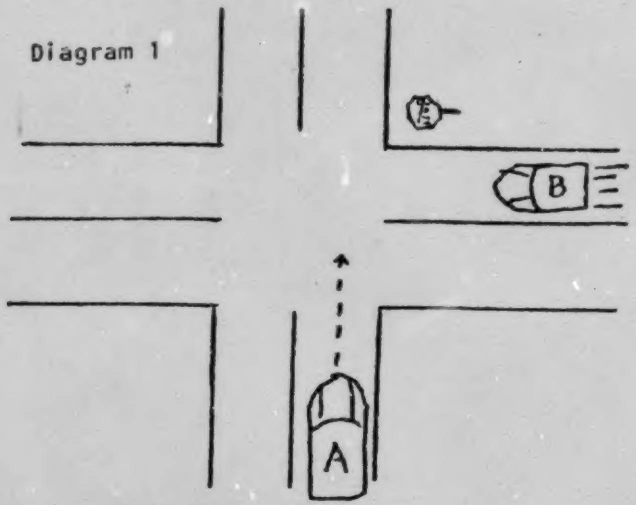
WORK SHEET W4c
(Page 1 of 2 pages)

ANTICIPATING ACTIONS OF OTHERS

Directions: In each of the following situations, you are the driver of Vehicle "A". Basically you have the legal right-of-way in each diagram except in #8 and are about to get legal right-of-way in #8.

Analyze each situation using the IPDE Formula to anticipate what might happen and decide what you would do.

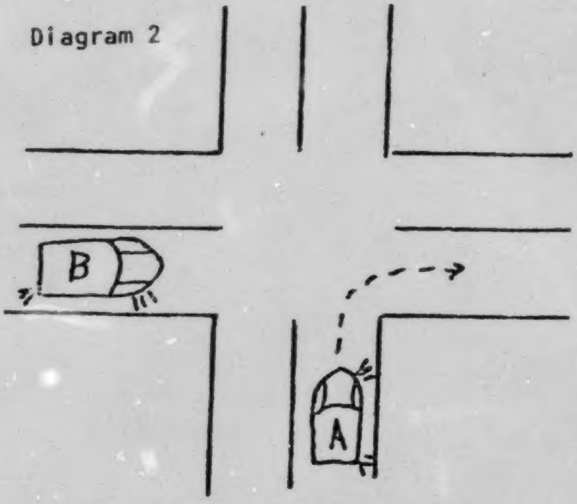
Diagram 1



a. Vehicle "B" will stop
b. Vehicle "B" will run the Stop Sign

What would you do?

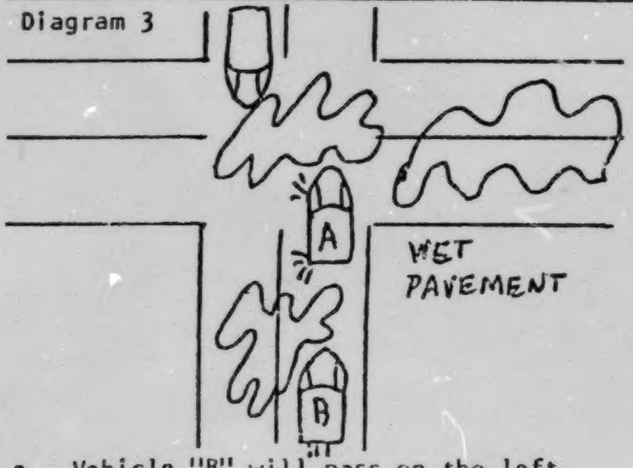
Diagram 2



a. Vehicle "B" will go straight
b. Vehicle "B" will turn right
c. Vehicle "B" may go straight, or turn right

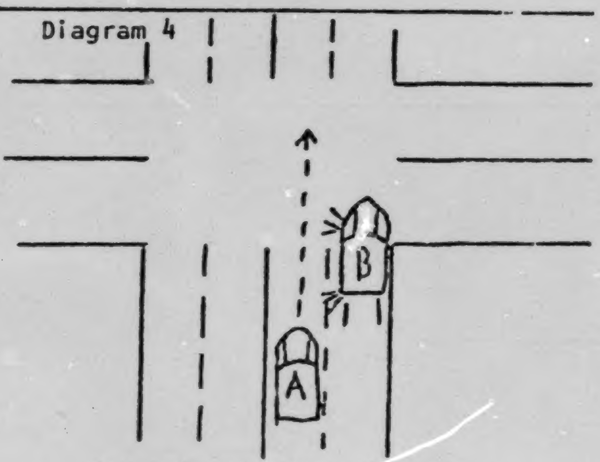
What would you do?

Diagram 3



a. Vehicle "B" will pass on the left
b. Vehicle "B" will pass on the right
c. Vehicle "B" will brake & skid into Vehicle "A"
d. Vehicle "B" will stop behind Vehicle "A"

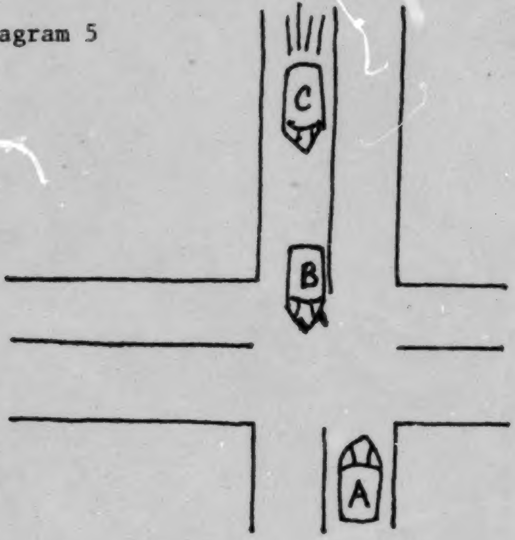
Diagram 4



a. Vehicle "B" will turn left
b. Vehicle "B" will go straight
c. Vehicle "B" may turn right

WORK SHEET W4c
(Page 2 of 2 pages)

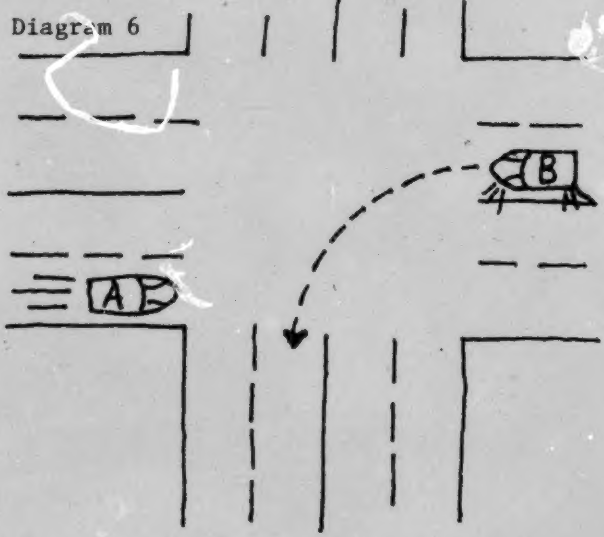
Diagram 5



a. Vehicle "B" may turn left in front of Vehicle "A"
b. Vehicle "C" may strike Vehicle "B", forcing him into "A"s path
c. Vehicle "C" may stop behind Vehicle

What would you do?

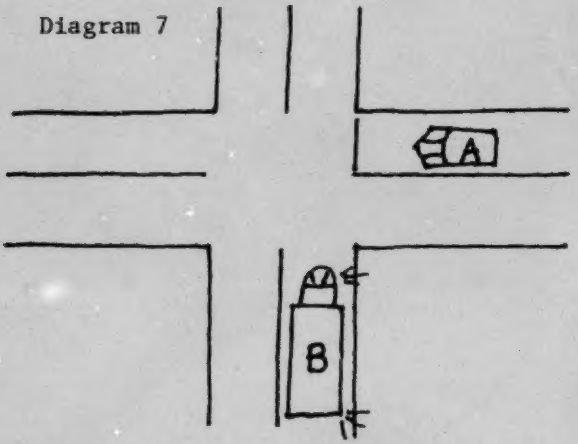
Diagram 6



a. Vehicle "B" will wait to turn left until "A" has passed
b. Vehicle "B" may turn left in front of "A"

What would you do?

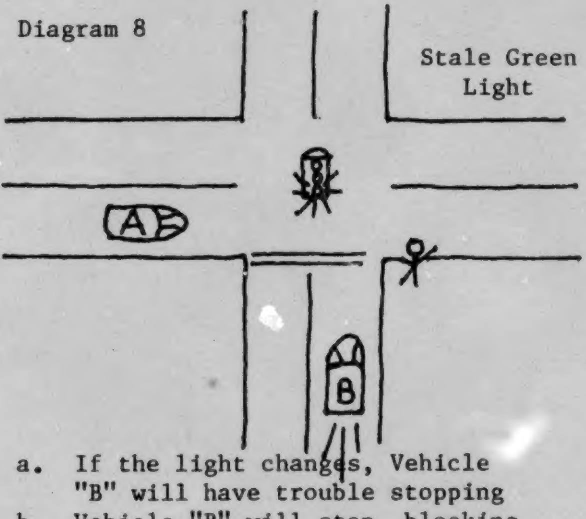
Diagram 7



a. There will be no problem when the truck turns
b. The truck will swing wide on the turn
c. The truck will wait for Vehicie "A" to clear the street before turning

What would you do?

Diagram 8



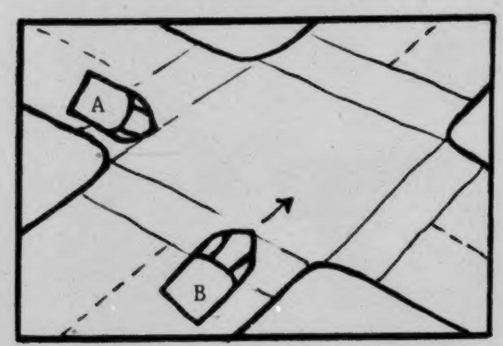
a. If the light changes, Vehicle "B" will have trouble stopping
b. Vehicle "B" will stop, blocking the crosswalk, forcing the Pedestrian into "A"s lane
c. Vehicle "B" will stop in time

What would you do?

WORK SHEET W4d

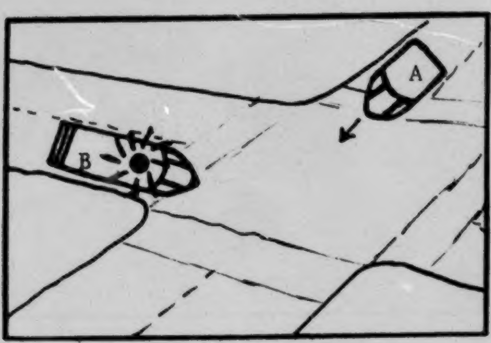
Who should yield the right of way? Check the correct answer below.

1.



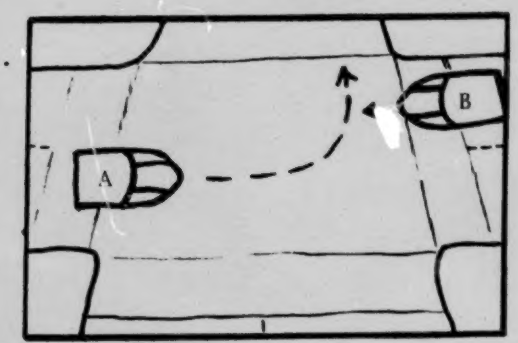
A ___ B ___

2.



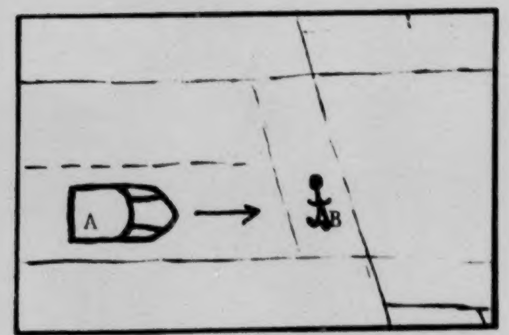
A ___ B ___

3.



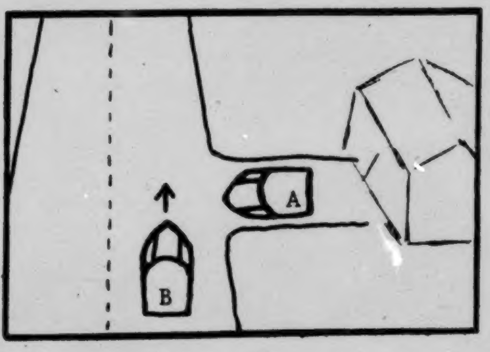
A ___ B ___

4.



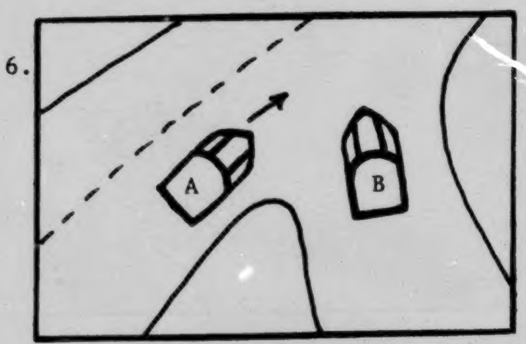
A ___ B ___

5.



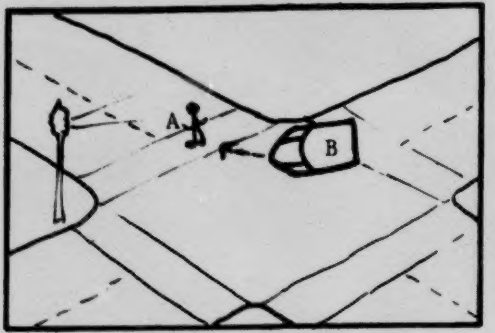
A ___ B ___

6.



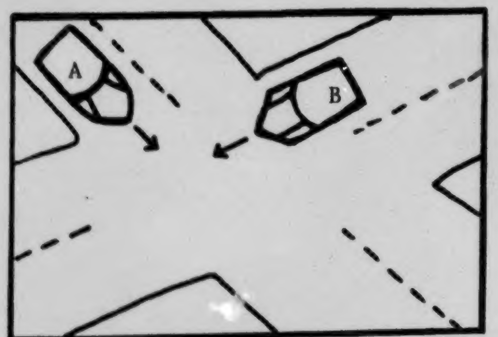
A ___ B ___

7.



A ___ B ___

8.

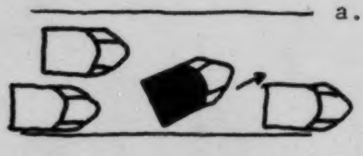
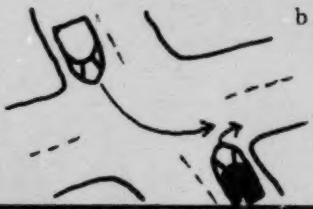
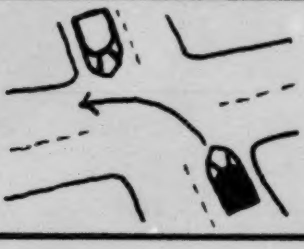
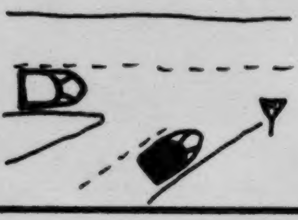
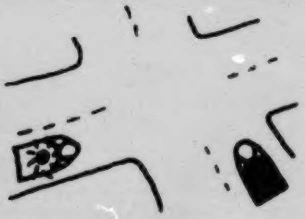
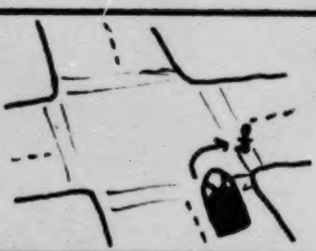


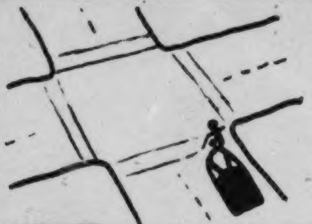
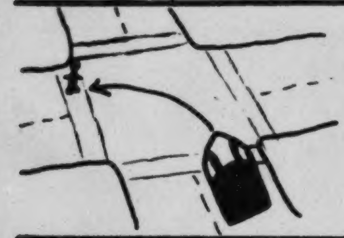
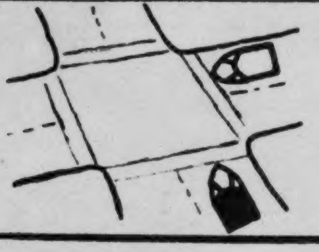
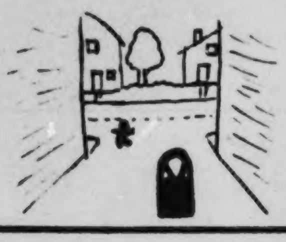
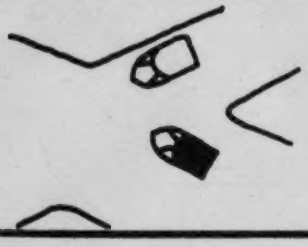
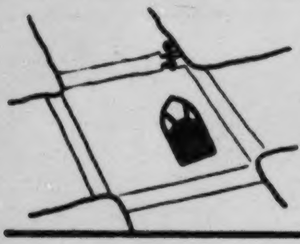
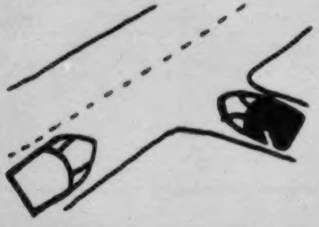
A ___ B ___

WORK SHEET W4e

(Page 1 of 2 pages)

Directions: For each of the following situations, write who must yield the right of way. (You are always the driver of the car with the black top.) Give reasons for your decisions.

Situation	Who Must YIELD	Reason
 a. You start to drive out of a parking place. A car is coming in the near lane.		
 b. You signal a right turn. A driver facing you signals a left turn into the traffic lane you intend to enter.		
 c. You signal a left turn; a car is approaching from the opposite side of the intersection (equal distance away from it).		
 d. You approach an intersection and see a YIELD sign. A vehicle approaches from your left.		
 e. You hear the siren of an anbulance.		
 f. You turn *right* with the green light. A pedestrian is starting across the street onto which you are turning. He also has the green light.		

WORK SHEET W4e (page 2)	Situation	Who Must YIELD	Reason
	g. You have the green light; a man carrying a white cane is crossing against the light.		
	h. You turn *left* with the green light. A pedestrian is starting across the street into which you are turning. He also has the green light.		
	i. You arrive at a four-way stop. Another car arrives on your right at the same time.		
	j. You are coming from an alley to a street. A pedestrian walks across the alley.		
	k. You arrive first at an unmarked intersection. Another car then arrives on your right.		
	l. You have progressed into an intersection on the green light. It turns yellow. A pedestrian starts across.		
	m. You are driving from your own driveway. A car approaches on the street you are about to enter.		

EVALUATION E4

Place a check mark by the correct answer.

1. At an uncontrolled intersection, always yield to cars on your:

   ____ a. left

   ____ b. right

   ____ c. any vehicle

2. When turning left, yield to:

   ____ a. oncoming cars

   ____ b. cars on left

3. Who should go first at a four-way stop?

   ____ a the car on right

   ____ b. the car on left

   ____ c. the car who got there first

4. A controlled intersection has:

   ____ a. stop signs

   ____ b. traffic lights

   ____ c. yield signs

   ____ d. any of the above

5. You should stay __________ feet behind an emergency vehicle.

   ____ a. 100 feet

   ____ b. 200 feet

   ____ c. 300 feet

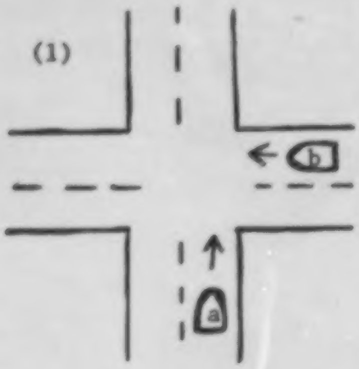
   ____ d. 500 feet

EVALUATION E4

(Page 2)

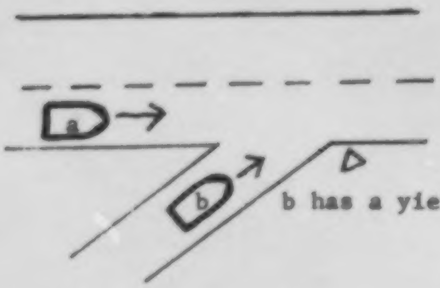
6. In the following situations, who has the right of way?

(1)



Car a ____ Car b ____

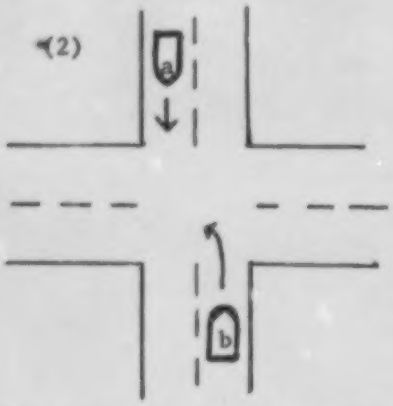
(4)



b has a yield sign

Car a ____ Car b ____

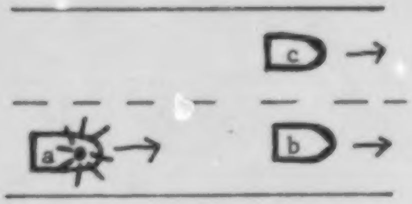
(2)



Car b wants to turn left.

Car a ____ Car b ____

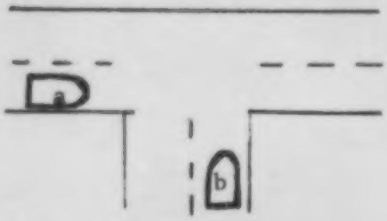
(5)



a is an emergency vehicle

Car a ____ Car b ____ Car c ____

(3)



Car a ____ Car b ____

TRAFFIC FLOW

GOAL: Understand how to maintain proper space with vehicles ahead, behind, to the sides and to avoid conflict of oncoming cars

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 123-133, and/or Sportsmanlike Driving, pages 45-53.
2. Read and discuss informational flyer IF5b.
3. Utilizing work sheet W5a, prepare overhead transparency and use in discussion.

MODULE 5 -- TRAFFIC FLOW

VOCABULARY

field of vision, 127
following distance, 124

stopping time, 131
tailgating, 124
2-second interval, 128

SUMMARY

1. Nearly one-fourth of all crashes are rear-end collisions. Most of these are caused by following too closely and inattention.

2. The closer a tailgater gets to the car ahead, the harder it is to (1) see around a vehicle, (2) steer around it, (3) change lanes, (4) swerve safely, and (5) stop in time.

3. When following, look for brake lights, shrinking distance, back bumper kick up, and sudden stops near intersections.

4. Time, distance, field of vision, and space to the side are required for a driver to perform the IPDE process safely.

5. The 2-second interval is the most reliable way to set a safe following distance because it allows adequate reaction distance for most conditions.

6. Danger of a rear-end collision is greatest at traffic light controlled intersections, lanes near parked cars, parking lot entrances, interchanges, and ice-covered intersections.

7. A driver can communicate with traffic to the rear by flashing brake lights, signaling for all turns and lane changes, and moving aside to let trailing driver see signal of vehicle ahead.

8. By looking ahead, signaling early, and planning easy stops by flashing brake lights, a driver can warn drivers to the rear who will have a chance to stop in time and avoid hitting you.

9. Some reasons why drivers might cross over to your lane are loss of car control, reduced space, bad maneuver, driver impairment, loss of visibility, and poor traction.

10. Driving with headlights on, moving to the right, and reduced speed are actions that drivers can take to reduce the hazard of an oncoming threat.

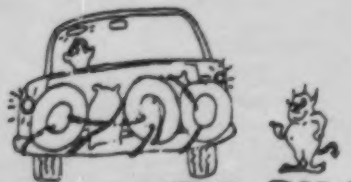
MODULE 5 -- TRAFFIC FLOW

GOAL: Understand how to maintain an adequate separation with vehicles ahead, behind, to the sides and to avoid conflict of oncoming cars

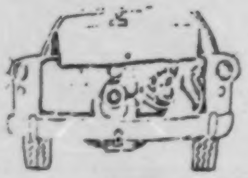
	TSE Teacher	Spec. Ed. Teacher
1. Read *Drive Right*, pages 123-133, and/or *Sportsmanlike Driving*, pages 45-53.	X	X
2. Read and discuss informational flyer IF5a.	X	
3. Read and discuss informational flyer IF5b.	X	X
4. Complete work sheet W5a.	X	
5. Overhead transparency--discussion utilizing work sheet W5a.		X
6. Practice and demonstrate in TSE vehicle.	X	
7. Complete evaluation E5.		X

INFORMATIONAL FLYER IF5b
(Page 1 of 2 pages)

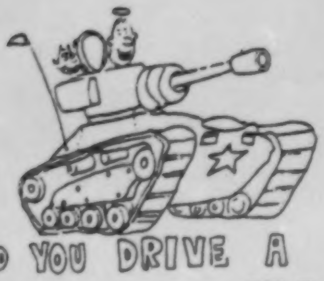
HOW TO HANDLE TAILGATERS



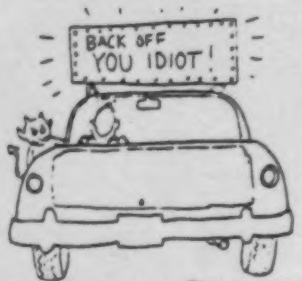
WOULD YOU TIE PILLOWS OR INNER TUBES TO YOUR REAR BUMPER?



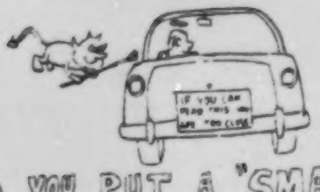
WOULD YOU INSTALL A CANNON IN YOUR TRUNK?



WOULD YOU DRIVE A WAR SURPLUS TANK?

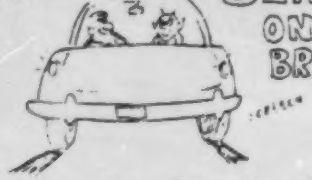

BACK OFF YOU IDIOT!

WOULD YOU INSTALL ELECTRICAL SIGNS ON TOP OF YOUR CAR?


IF YOU CAN READ THIS YOU ARE TOO CLOSE

WOULD YOU PUT A "SMART" BUMPER STICKER ON YOUR REAR BUMPER?

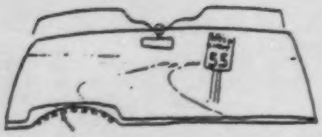
WOULD YOU SLAM ON YOUR BRAKES?



IF HE HITS YOU IT'S HIS FAULT! WHAT IF YOU END UP IN THE HOSPITAL OR THE MORGUE?

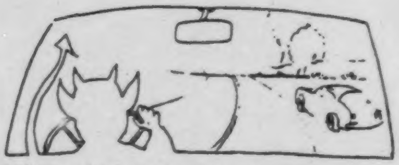
INFORMATIONAL FLYER IF5b
(Page 2 of 2 pages)

WE HOPE NOT!
YOU SHOULD...



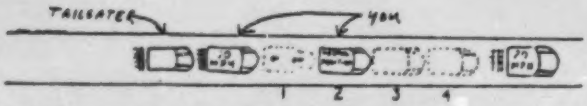
CHECK YOUR SPEED...

INCREASE SPEED -
AT LEAST TO THE SPEED LIMIT!



LANE CHANGE, IF YOU CAN.
PULL OFF THE ROAD, IF NECESSARY.
FORCE HIM TO PASS

DOUBLE THE SPACE CUSHION
IN FRONT OF YOUR VEHICLE
WHY?



BY MOVING BACK & DOUBLING YOUR SPACE CUSHION, IT ALLOWS YOU TO COME TO A SLOW GRADUAL STOP IF NECESSARY & FORCES THE TAILGATER TO DO LIKEWISE. YOU HAVE COMPENSATED FOR HIS LACK OF SPACE CUSHION TO YOUR REAR.

"KEEP YOUR COOL"
THE LIFE AND VEHICLE YOU SAVE WILL BE [illegible]OUR OWN!

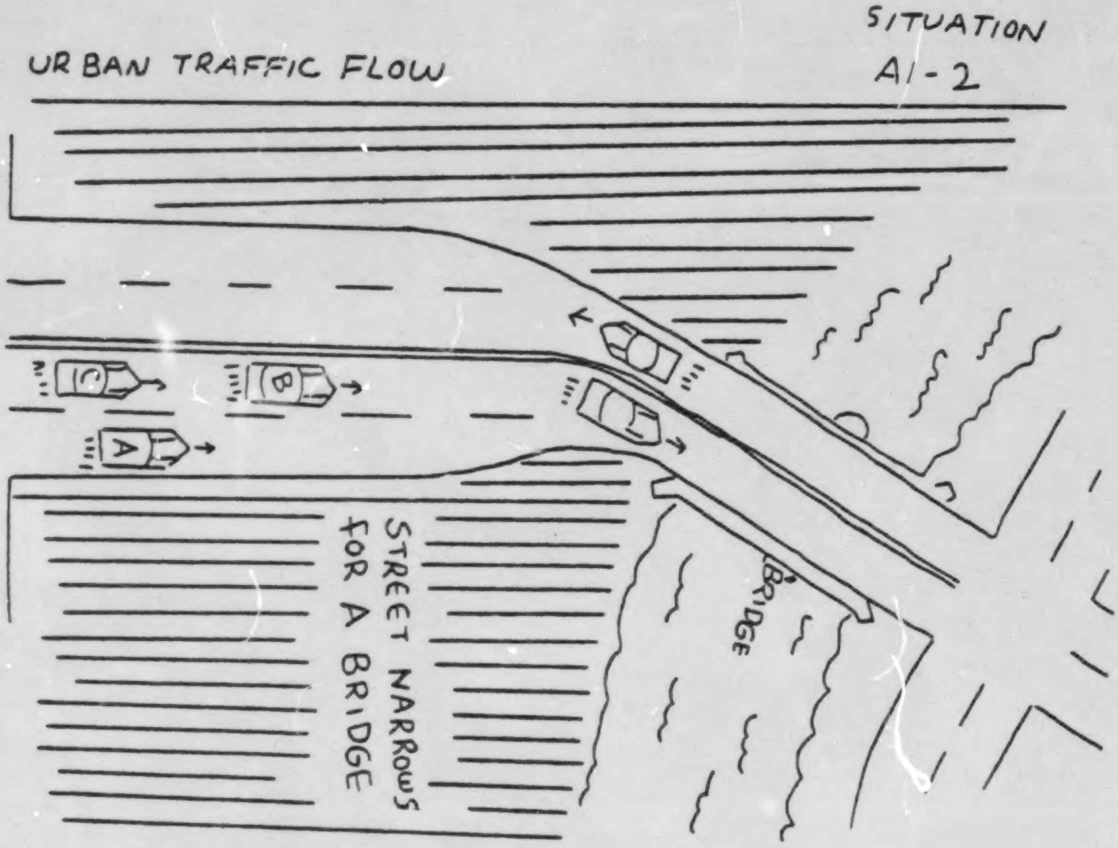
WORK SHEET W5a

(Page 1 of 5 pages)

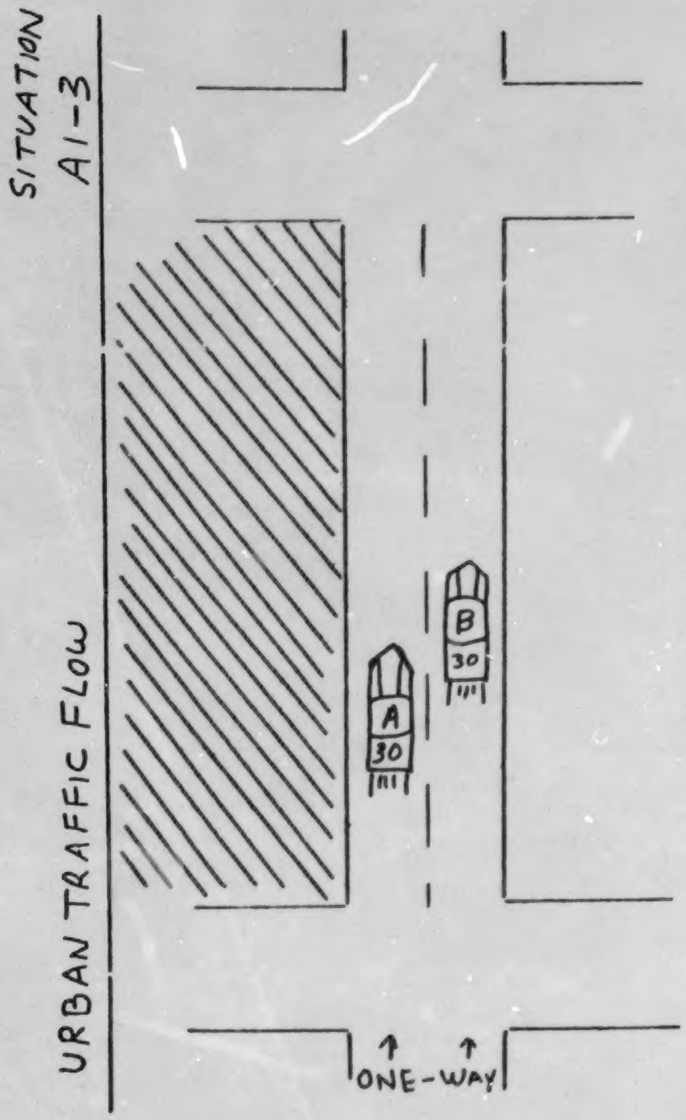
Directions: After discussion in your small group of 2 to 4, write your answers on a separate sheet to the following questions for each situation:

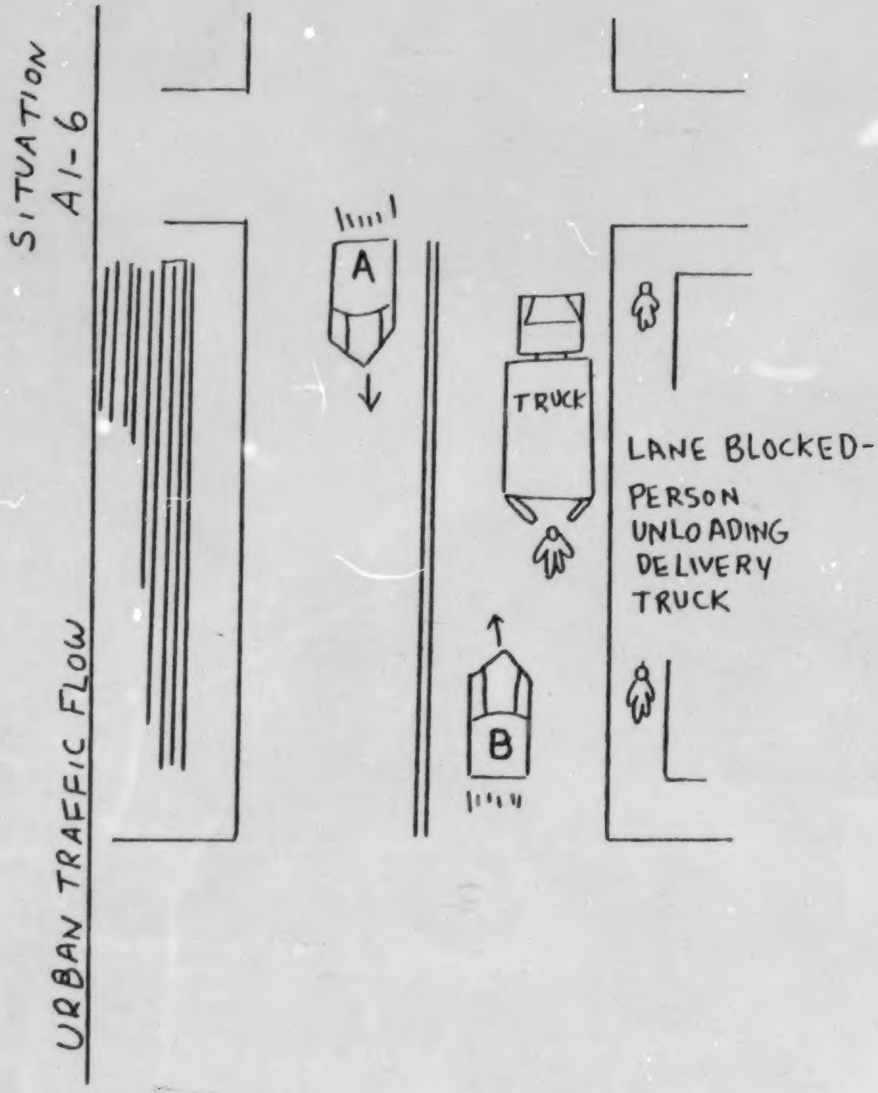
1. What could you do? (Point out at least 2 alternatives for each situation.)
2. What should you do (and we hope, would you do)?
3. What could you or should you have done that would have kept you out of the situation, if it would be more desirable not to be in the situation?

You are always the driver of Car A.
Identify the situations on your own paper by the number of the situation, i.e., A1-2, A1-3, A1-6, B3-1, B3-2, B3-3, C5-1, C5-3, C5-4.


SITUATION A1-2
URBAN TRAFFIC FLOW
C
B
A
STREET NARROWS FOR A BRIDGE
BRIDGE

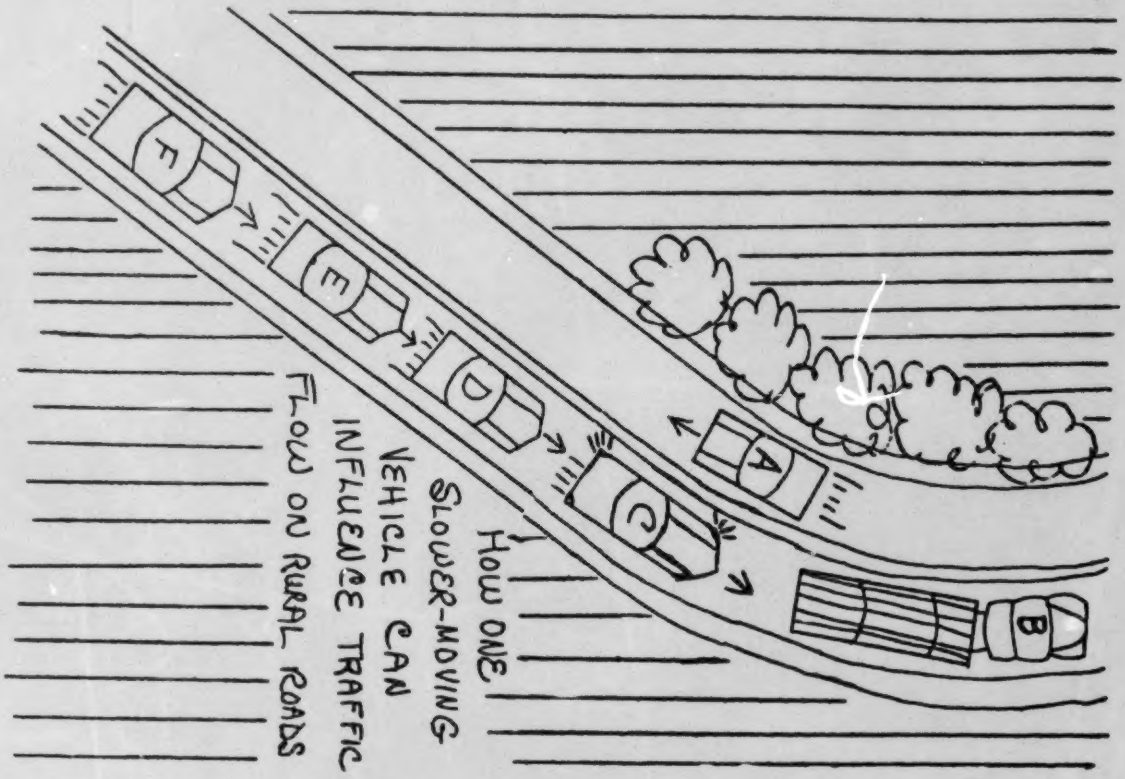
WORK SHEET W5a
(Page 2 of 5 pages)


SITUATION
A1-3
URBAN TRAFFIC FLOW
A
30
B
30
ONE-WAY


SITUATION
A1-6
URBAN TRAFFIC FLOW
A
TRUCK
B
LANE BLOCKED-
PERSON
UNLOADING
DELIVERY
TRUCK

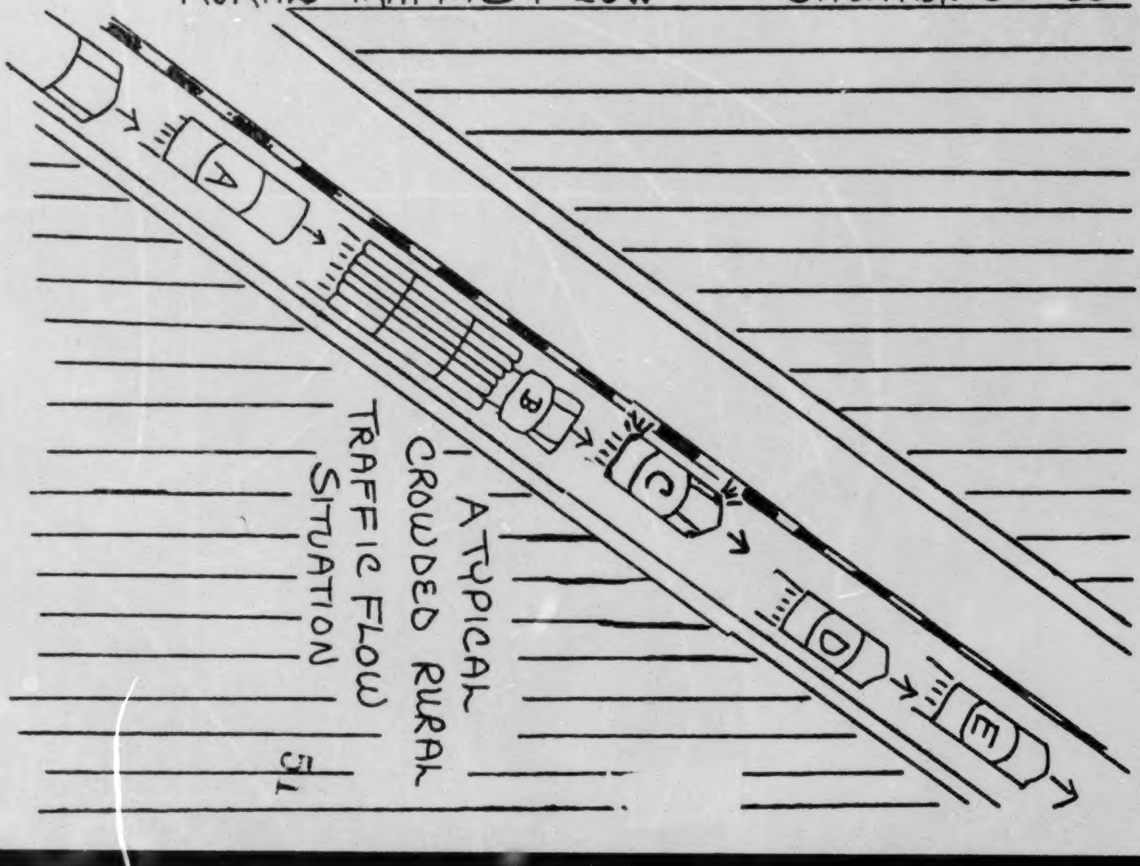
WORK SHEET W5a
(Page 3 of 5 pages)

RURAL TRAFFIC FLOW SITUATION B3-1



HOW ONE SLOWER-MOVING VEHICLE CAN INFLUENCE TRAFFIC FLOW ON RURAL ROADS

RURAL TRAFFIC FLOW SITUATION B3-2

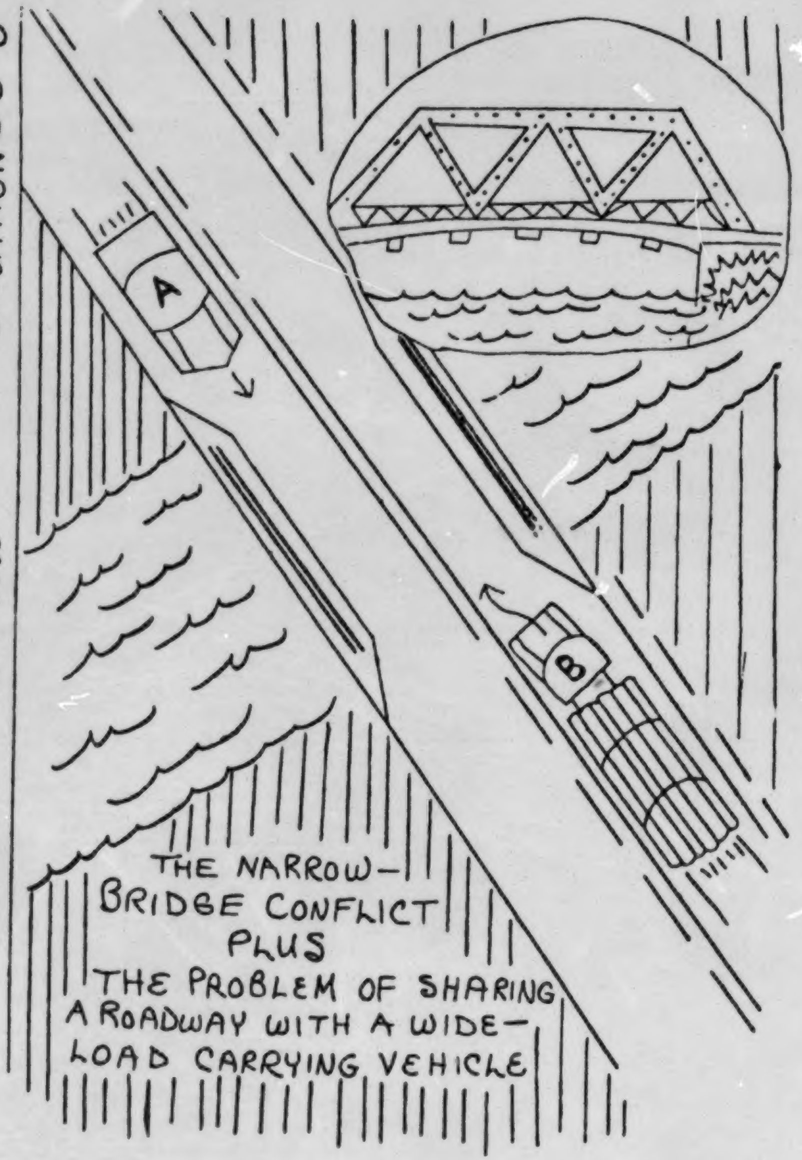


A TYPICAL CROWDED RURAL TRAFFIC FLOW SITUATION

WORK SHEET W5a
(Page 4 of 5 pages)

RURAL TRAFFIC FLOW

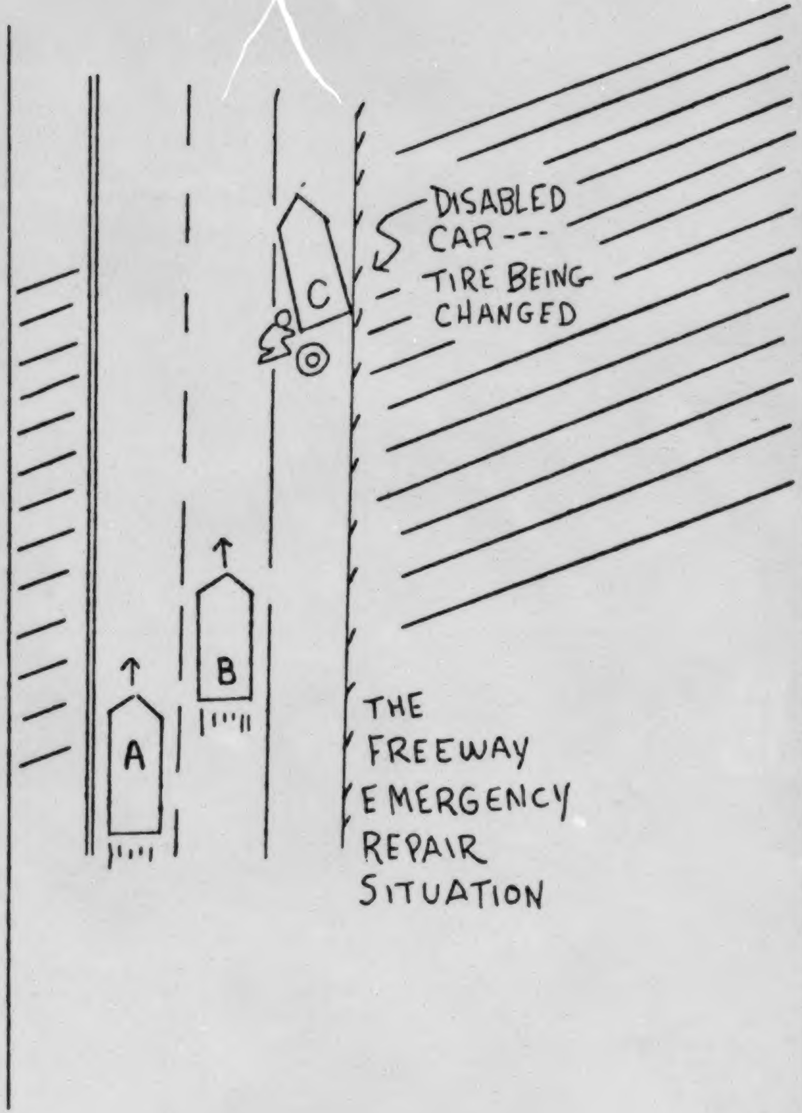
SITUATION B3-3



THE NARROW-BRIDGE CONFLICT PLUS THE PROBLEM OF SHARING A ROADWAY WITH A WIDE-LOAD CARRYING VEHICLE

FREEWAY TRAFFIC FLOW

SITUATION C5-1



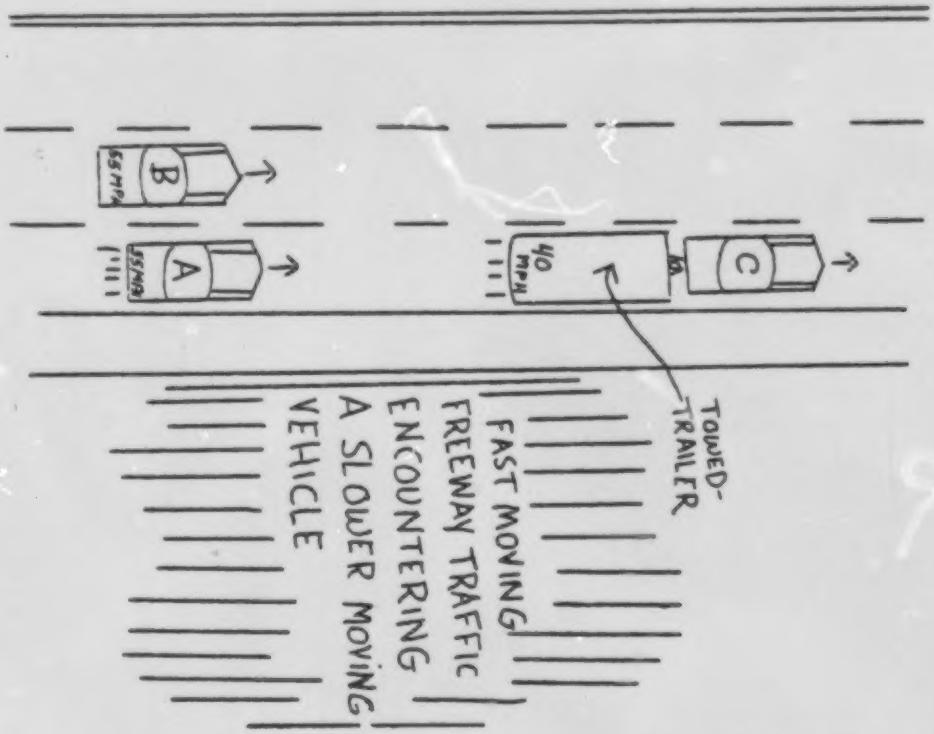
DISABLED CAR --- TIRE BEING CHANGED

THE FREEWAY EMERGENCY REPAIR SITUATION

WORK SHEET W5a
(Page 5 of 5 pages)

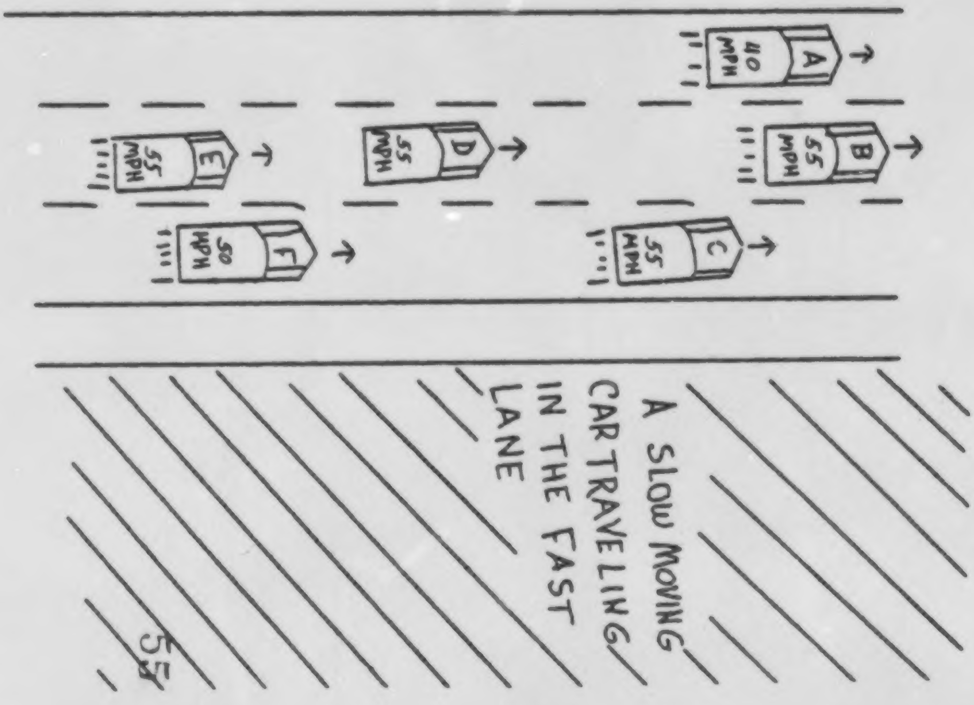
FREEWAY TRAFFIC FLOW

SITUATION
C5-3


B
55 MPH
A
55 MPH
40 MPH
C
TOWED-TRAILER
FAST MOVING FREEWAY TRAFFIC ENCOUNTERING A SLOWER MOVING VEHICLE

FREEWAY TRAFFIC FLOW

SITUATION
C5-4


A
40 MPH
B
55 MPH
C
55 MPH
D
55 MPH
E
55 MPH
F
50 MPH
A SLOW MOVING CAR TRAVELING IN THE FAST LANE

EVALUATION E5

Place a check mark by the correct answer.

1. Following too closely, or tailgating, is a common cause of:

   _____ a. head-on collisions

   _____ b. broad-side collisions

   _____ c. read-end collisions

2. Tailgating leads to:

   _____ a. reduced visibility

   _____ b. reduced maneuverability

   _____ c. reduced stopping distance

   _____ d. all of the above

3. A sign that the traffic ahead is slowing down is:

   _____ a. brake lights

   _____ b. back-bumper kick-up

   _____ c. rapid shrinking distance

   _____ d. all of the above

4. The 2-second rule refers to:

   _____ a. following distance

   _____ b. judging traffic lights

   _____ c. time between identifying and predicting

5. Driving with headlights on, moving right, and reducing speed are actions related to:

   _____ a. reducing rear-end collisions

   _____ b. reducing broad-side threat

   _____ c. reducing on-coming threat

EVALUATION E5

(Page 2)

6. Leaving room between yourself and other traffic is called:

_____ a. lane change

_____ b. wolf pack

_____ c. space cushion

7. The safest thing to do when being tailgated is:

_____ a. speed up at least 10 mph

_____ b. brake hard so other driver will know you don't like it

_____ c. lane change or pull over and allow other car to pass

8. When do you start counting to judge the 2 second rule?

_____ a. the car ahead passes an object

_____ b. your car passes an object

9. To perform the IPDE process safely, a driver needs:

_____ a. time to see the problem

_____ b. distance

_____ c. space to the side

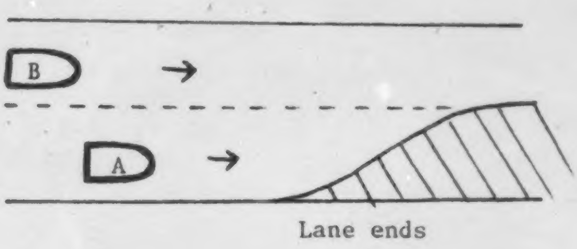
_____ d. all of the above

10. Car "A" should:

_____ a. speed up

_____ b. slow down

_____ c. lane change--left



LANE CHANGES

GOAL: Understand lane changing both to the right and left

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 94 and 205-206, and/or Sportsmanlike Driving, page 58.
2. Read and discuss informational flyer IF6a.
3. Complete work sheet W6c.

MODULE 6 -- LANE CHANGES

VOCABULARY

blind spot, 161

head check, 94

lane change, 94

SUMMARY

1. To change lanes, check traffic through rearview mirrors and over shoulder, signal, and move into correct lane if the way is clear.
2. The blind spot is the area at the sides and rear of the vehicle that the driver cannot see by using the rearview mirrors.

MODULE 6 -- LANE CHANGES

GOAL: Understand lane changing both to the right and left

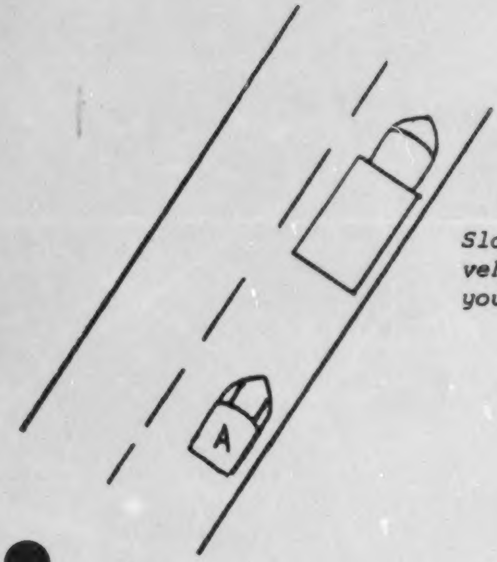
	TSE Teacher	Spec. Ed. Teacher
1. Read Drive Right, pages 94 and 205-206, and/or Sportsmanlike Driving, page 58.	X	X
2. Demonstrate knowledge of procedure.	X	X
3. Read and discuss informational flyer IF6a.	X	X
4. Complete work sheets W6a and W6b.	X	
5. Complete work sheet W6c.		X
6. Teacher-led discussion--lane changing.	X	
7. Practice and demonstrate in the TSE vehicle.	X	
8. Complete evaluation E6.		X

INFORMATIONAL FLYER IF6a

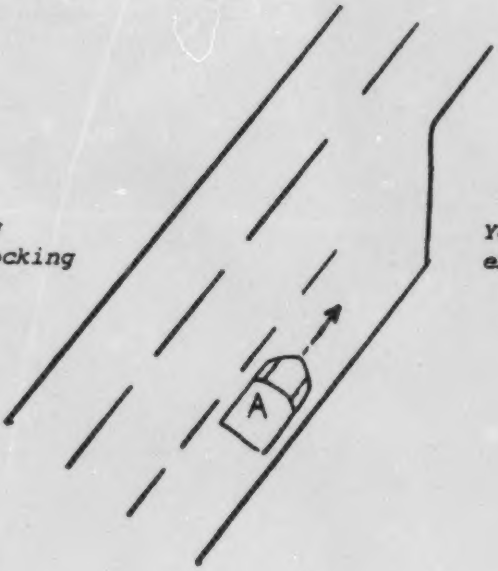
(Page 1 of 4 pages)

When preparing to lane change, the first question that should be asked is, "Do I need to change?", or "Is there a reason for this lane change?"

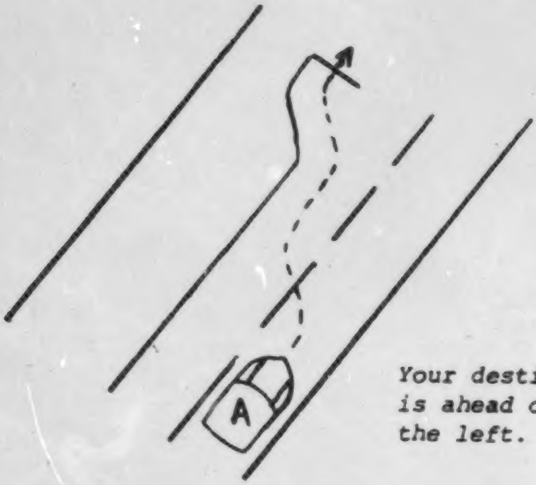
The following illustrations offer some good reasons for lane changing:



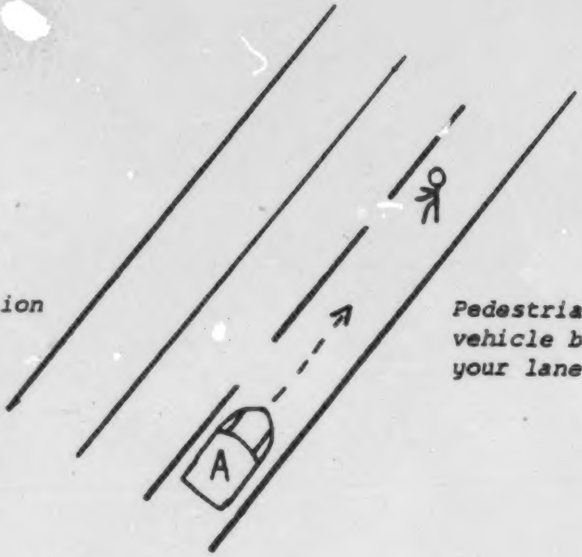
Slow-moving vehicle blocking your path.



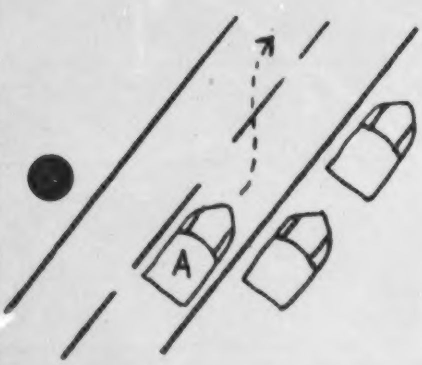
Your lane ends.



Your destination is ahead on the left.



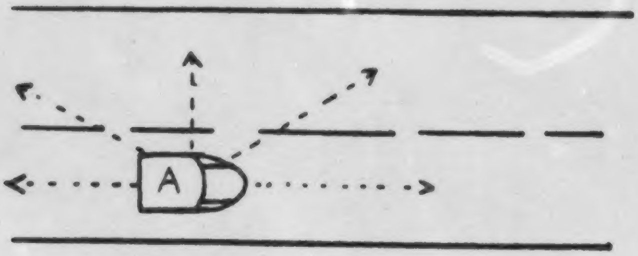
Pedestrian, animal, vehicle blocking your lane.



To minimize hazards.

The next step is to prepare to change lanes.

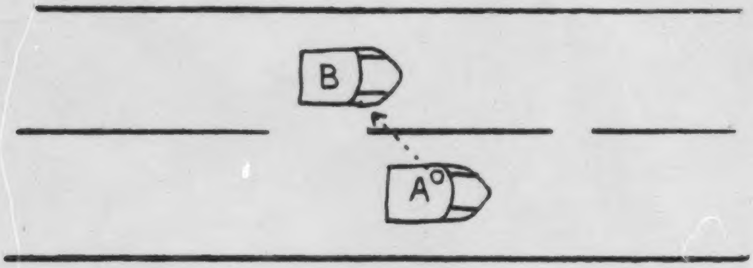
Check the critical areas:



1. *Check ahead*
2. *Check side mirror*
3. *Check rear view mirror*
4. *Check the sides of the car*

Be sure no one is entering the space cushion around your vehicle.

Check your blind spot:



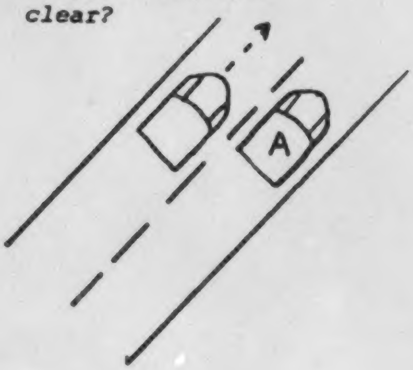
1. *Take a quick glance over your shoulder in the direction where you plan to move your vehicle.*

After checking your blind spot, ask yourself, "Can I safely lane change?"

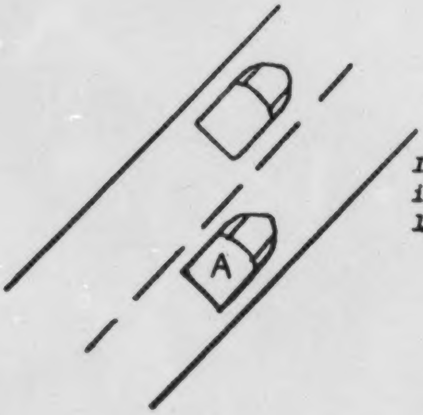
INFORMATIONAL FLYER IF6a
(Page 3 of 4 pages)

Is it safe? Following are some illustrated conditions which might make lane changing an unsafe maneuver:

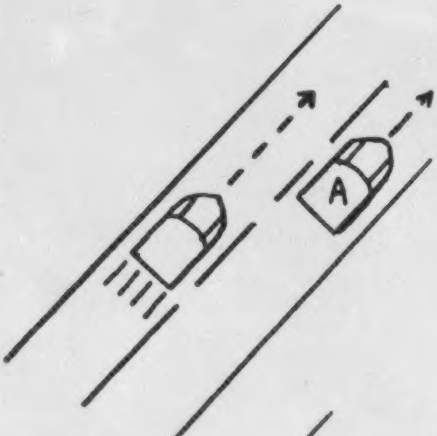
Is your blindspot clear?



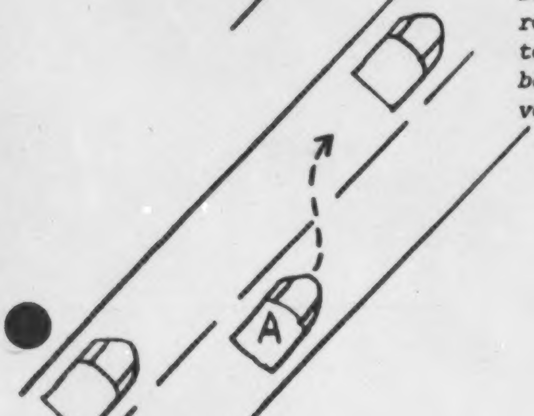
Is there room in the next lane?

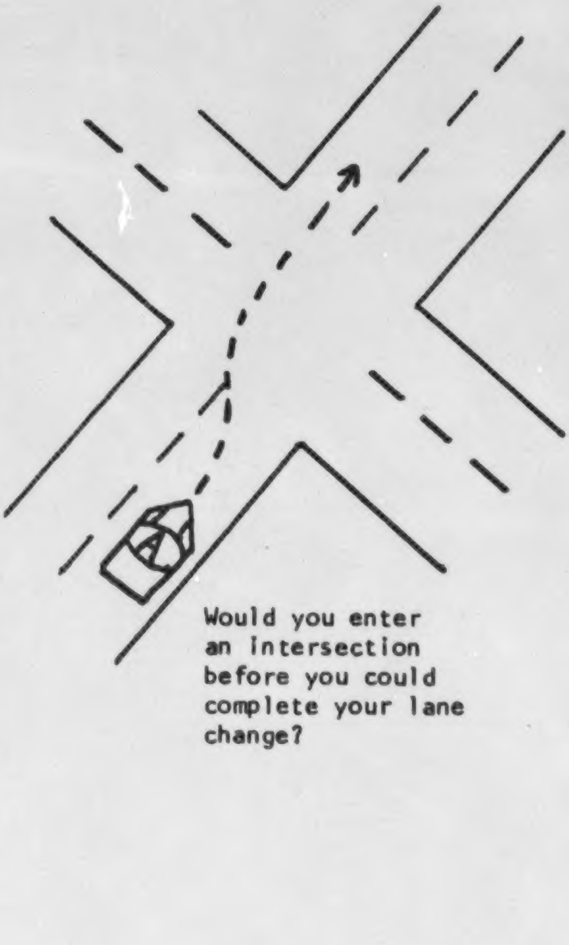


Is the vehicle in the next lane approaching at too high a rate of speed?



Do you have room enough to change between vehicles?



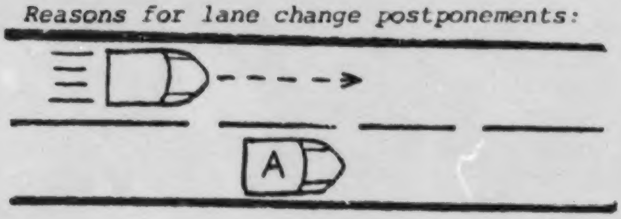


Would you enter an intersection before you could complete your lane change?

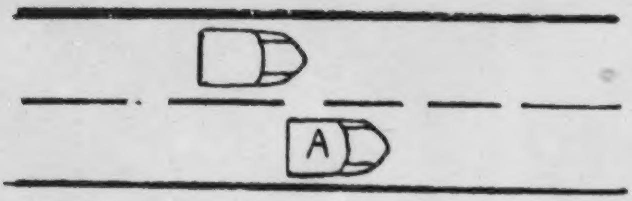
Now that you have checked traffic in all directions and have determined that it is safe to lane change, you are ready to lane change.

Like all other maneuvers, lane changes must be made safely and efficiently; and there are times when the lane change must be postponed. Following are some illustrated situations where you might want to postpone your lane change until the traffic conditions are more suitable.

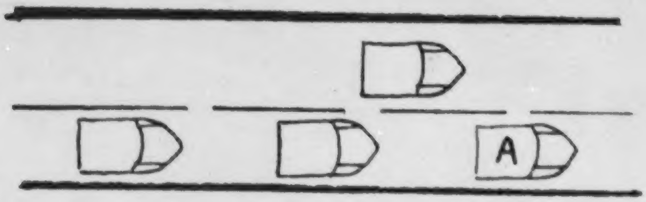
Reasons for lane change postponements:



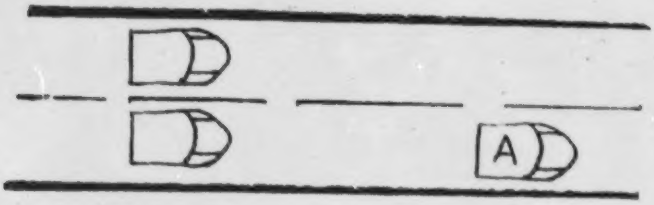
1. *When you are being overtaken by another vehicle, note his speed and position in relation to your vehicle.*



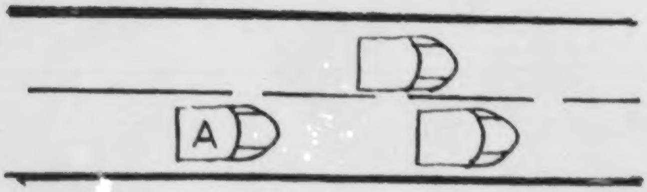
2. *When the vehicle in the next lane is proceeding at the same speed as your vehicle, the traffic pattern does not change.*



3. *When other traffic, side and rear, are continuously lane changing, keep a close check on traffic before you decide to lane change.*



4. *This situation tells you that you will either be passed or that you must accelerate to lane change in front of Vehicle C.*



5. *When traffic in the next lane is slowing or it is already moving slow enough to cause congestion potential.*

WORK SHEET W6c

1. What is the lane change procedure?

2. When changing lanes left, which blind spot do you check?

3. As you move into the new lane, should you coast over?

   ☐ Yes ☐ No

   If no, what should you do?

4. Is it safe to change more than one lane at once?

   ☐ Yes ☐ No

5. Must you always signal for a lane change?

   ☐ Yes ☐ No

EVALUATION E6

Place a check mark by the correct answer.

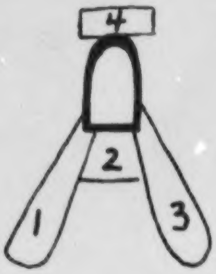
1. The correct lane change procedure is:

____ a. signal, head check, mirror, go

____ b. mirror, signal, head check, go

____ c. head check, signal, mirror, go

2. When lane changing left, which blind spot do you check?



____ a. 1

____ b. 2

____ c. 3

____ d. 4

3. List three reasons why a lane change might be necessary: (3 points)

(1) ____________________

(2) ____________________

(3) ____________________

4. How many lane changes can you make at once?

____ a. two

____ b. as many as necessary

____ c. one

____ d. several

5. When you change lanes:

____ a. coast over

____ b. slow down slightly

____ c. maintain speed or accelerate slightly

EVALUATION E6

(Page 2)

6. When changing lanes, which blind spot do you check?

____ a. all spots

____ b. the blind spot in the direction you want to go

____ c. only the right blind spot

7. After you have finished your lane change, be sure to:

____ a. check mirrors

____ b. cancel the signal

____ c. head check

____ d. straighten wheels

8. Should you lane change in an intersection?

____ a. yes

____ b. no

____ c. it doesn't matter

PASSING

GOAL: Understand correct procedures for passing

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 187-191, and/or Sportsmanlike Driving, pages 50-51 and 162.
* 2. Complete work sheet W7b.

MODULE 7 -- PASSING

VOCABULARY

abutment, 191

overtaking, 187

SUMMARY

1. A driver can learn to judge speed and distance of oncoming cars before passing by timing oncoming cars. The oncoming car should be far enough away in the distance before a passing attempt is considered.

2. A safe passing procedure includes selection of a safe passing location, consideration of oncoming vehicles, signaling to driver ahead and behind, proper lane change procedure, and adequate acceleration.

3. Passing should not be attempted going up a hill, on a blind curve, approaching an intersection or railroad crossing, or at other locations where visibility and space are reduced and where other vehicles might interfere with a safe maneuver.

4. The driver being passed must cooperate with the passing driver, moving over to the right side of the lane, and allowing the passing driver to complete the pass.

5. When passing a vehicle, you return to the proper lane when you can see the vehicle in your rearview mirror.

MODULE 7 -- PASSING

GOAL: Understand correct procedures for passing

	TSE Teacher	Spec. Ed. Teacher
1. Read Drive Right, pages 187-191, and/or Sportsmanlike Driving, pages 50-51 and 162.	X	X
2. Read and discuss information flyer IF7a.	X	
3. Demonstrate knowledge of procedures.	X	X
4. Complete work sheet W7b.		X
5. Practice and demonstrate in the TSE vehicle.	X	
6. Complete evaluation E7.		X

WORK SHEET W7b

Passing

1. List the procedure for passing.

2. What three times may you pass a vehicle on the right?

    1.

    2.

    3.

3. When you pass, when should you return to the right lane?

4. What two things can you do to help a driver who passes you?

    1.

    2.

5. List four places where it is illegal to pass.

    1.

    2.

    3.

    4.

6. When are five times it would be unsafe to pass but not illegal?

    1.

    2.

    3.

    4.

    5.

7. Is it legal to drive on the shoulder of the road to pass a vehicle on the right?

EVALUATION E7

Place a check mark by the correct answer.

1. When passing, you should:

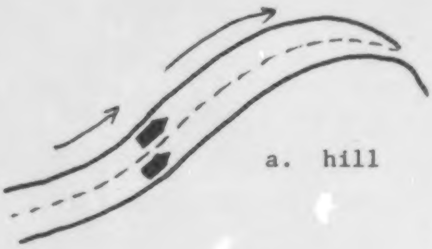
____ a. select a safe spot

____ b. consider speed of other driver

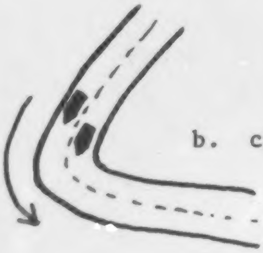
____ c. use correct lane change procedure

____ d. all of the above

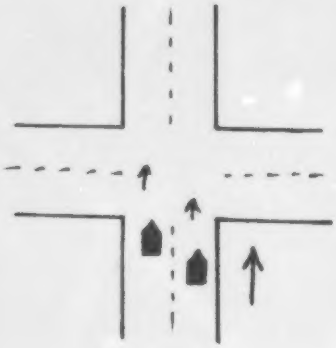
2. Describe why each of the following is illegal for passing: (3 points)



a. hill



b. curve



c. intersection

a. (hill) ____

____

b. (curve) ____

____

c. (intersection) ____

____

EVALUATION E7

(Page 2)

3. ___T ___F Sometimes it is legal but unsafe to pass.

4. ___T ___F Stay in the passing lane until you see the car you passed in the rearview mirror.

5. ___T ___F If you are being passed, you must cooperate with the passing driver.

6. ___T ___F Passing on the right is always illegal.

7. ___T ___F A solid yellow line in your lane means you cannot pass.

8. ___T ___F It is legal to exceed the speed limit while passing on a two-lane highway.

CRITICAL TASKS, VEHICLE MALFUNCTIONS AND BREAKDOWNS AVOIDING OR MINIMIZING IMPACT

GOAL: Understand how to respond to various emergency situations

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 64-65 and 235-247, and/or Sportsmanlike Driving, pages 240-266.
2. View filmstrip cassette, "Belt and Bod".
3. View filmstrip cassette. "Minimizing Impact".
4. Complete work sheet W8d.
5. Complete work sheet W8f.
6. Teacher-led discussion on minimizing impact.

MODULE 8
CRITICAL TASKS, VEHICLE MALFUNCTIONS AND BREAKDOWNS, AVOIDING OR MINIMIZING IMPACT

VOCABULARY

countersteer, 243
crush area, 65
evasive action, 184
fading brakes, 236
fishtail, 238
force of impact, 64
passenger crash, 64
straddle, 243

SUMMARY

1. If the brakes fail, a driver should pump the brake pedal, shift to a lower gear, use the parking brake, and, if necessary, rub tires against the curb. If one wheel collapses, the driver should shift to a lower gear and apply the parking brake.

2. A driver can maintain forward vision when the headlights fail by using other lights, such as turn signals or parking lights. If the hood blocks forward vision, the driver should look under the hood.

3. If a tire blows out, the driver should slow down by removing the foot from the accelerator and steer to a safe spot out of traffic.

4. If the accelerator sticks, the driver should turn off the ignition switch, shift to NEUTRAL, and steer to a safe place.

5. If a car catches fire and a fire department is not near, a driver can try to smother the fire. If this does not work, everyone should get out of the car and stand at least 100 feet from it in case the gas tank explodes.

6. If the engine stalls, the driver should look for a safe place to stop, shift to NEUTRAL, and turn on the ignition switch while pumping the accelerator.

7. If a car stalls on railroad tracks, the driver should get everyone out of the car while looking to see if a train is coming from the other direction. If there is no train coming, the driver should try to restart the engine. If all actions fail, the car may be pushed off the tracks.

8. If two wheels go off the pavement, the driver should firmly grip the wheel, straddle the edge of the pavement, try to slow the car before returning, turn the wheel sharply toward the pavement, and then quickly countersteer as the car returns to the pavement (off road recovery).

9. To avoid a head-on collision, slow down, move right, and flash headlights.

10. To avoid side-impact collisions, brake or accelerate or make a quick lane change.

11. To minimize the effects of a collision, a driver should try to maintain control. If a collision cannot be avoided, the driver should aim for something soft that would cause the least injury or damage (minimizing impact).

SUMMARY (continued)

12. Weight of the vehicle, speed of the vehicle, and the distance between impact and stop affect the force of impact.

13. The car crash occurs when the car hits an object while the passenger crash occurs when the passengers hit the inside of the car after a crash.

14. Front and rear crush areas, steering wheel and column, safety belts, padded interior, and head restraints all work to protect people in crashes.

15. The smaller the car the lower the chance of surviving a serious crash. Crush areas ahead of the passenger area as well as in the body and frame play an important role in protecting the passengers.

MODULE 8
CRITICAL TASKS, VEHICLE MALFUNCTIONS AND BREAKDOWNS, AVOIDING OR MINIMIZING IMPACT

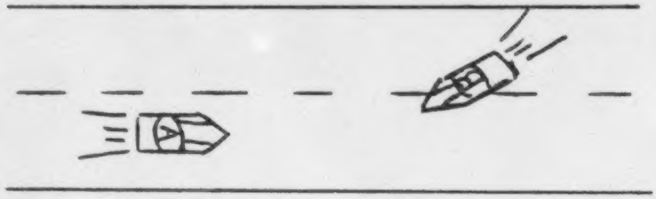
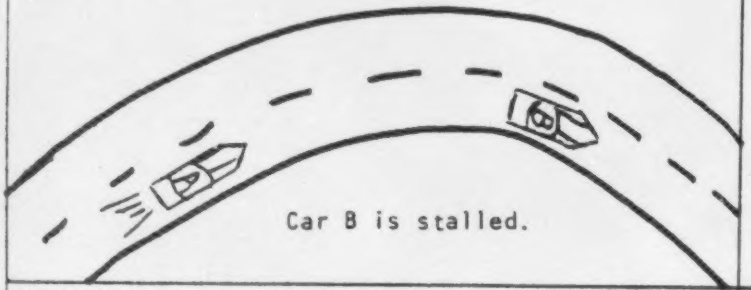
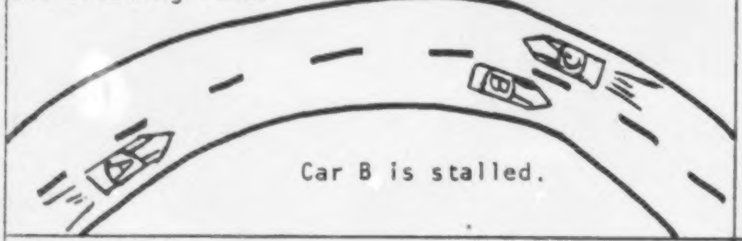
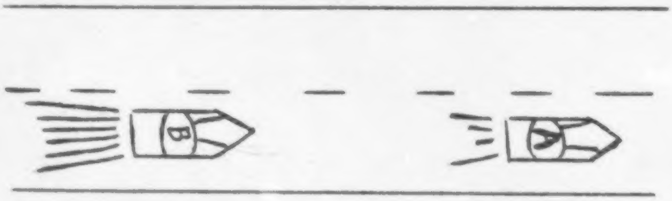
GOAL: Understand how to respond to various emergency situations

		TSE Teacher	Spec. Ed. Teacher
1.	Read Drive Right, pages 64-65 and 235-247, and/or Sportsmanlike Driving, pages 240-266.	X	X
2.	View "Belt and Bod".	X	X
3.	Read "The Safety Belt Message"; complete work sheet W8a.	X	
4.	Read and discuss information flyer IF8a.	X	
5.	Teacher-led discussion--safety belts and passive restraint systems.	X	
6.	Participate in changing a tire.	X	
7.	Teacher-led discussion (transparency T8a).	X	
8.	Complete work sheet W8b.	X	
9.	Read and discuss informational flyer IF8c.	X	
10.	Complete work sheet W8c.	X	
11.	Review procedure sheet--vehicle malfunctions and breakdowns.	X	X
12.	View "Minimizing Impact".	X	X
13.	Complete work sheet W8d.	X	X
14.	Complete work sheet W8e.	X	
15.	Complete work sheet W8f.		X
16.	Teacher-led discussion--minimizing impact.	X	X
17.	Complete evaluation E8.		X

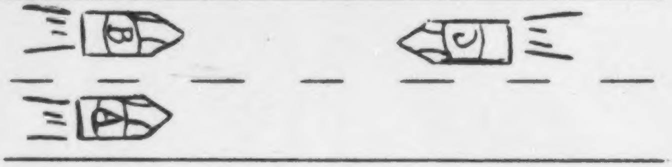
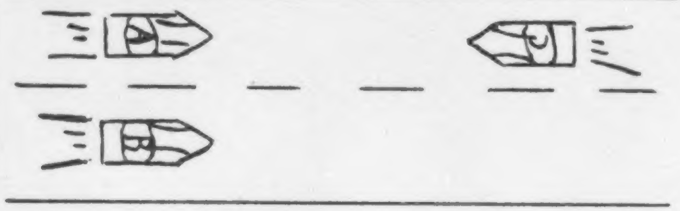
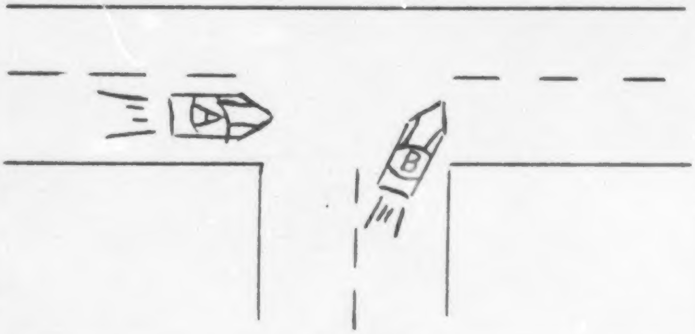
WORK SHEET W8d
(Page 1 of 2 pages)

Evasive Maneuvers

Directions: In the following situations, evasive maneuvers or actions are necessary. Write in the space to the right, evasive action you would take to avoid impact or keep it to a minimum. Consider yourself as the driver of Car A.

SITUATION #1 Car approaching crosses center line into your lane. 	ACTION
SITUATION #2 As you round a curve at 55 MPH, you come upon a stalled vehicle in your lane. 	ACTION
SITUATION #3 As you round a curve at 55 MPH you come upon a stalled vehicle and an approaching car visible in the oncoming lane. 	ACTION
SITUATION #4 As you are driving down a long hill, you see a runaway vehicle approaching from the rear. 	ACTION

WORK SHEET W8d
(Page 2 of 2 pages)

SITUATION # 5 As a car is passing you, and gets alongside, an oncoming vehicle appears out of a dip in the road and is too close for the passing car to complete the pass.  	ACTION
SITUATION #6 Same as # 5 except that you are passing.  	ACTION
SITUATION # 7 A car turns in front of you in an intersection at the last minute.  	ACTION

WORK SHEET W8f

Preparing for Emergencies

1. What four things can a driver do when the brakes fail?

   1.

   2.

   3.

   4.

2. What two things can cause brake failure?

   1.

   2.

3. If the hood flies up, what is the first thing a driver should do to see?

4. Tire Failure: How does the car react in a front-tire blowout?

   How does the car react in a rear-tire blowout?

5. What three things can a driver do when the accelerator sticks?

   1.

   2.

   3.

6. What two things can a driver do when the engine stalls in traffic?

   1.

   2.

7. If the car catches on fire when you are driving, what are two quick things to do?

   1.

   2.

EVALUATION E8

Place a check mark by the correct answer.

1. When you have a blowout, brake:

____ a. hard at once to reduce speed and gain control of the car.

____ b. gently to gain control of the car.

2. If your hood flies up while driving, look:

____ a. under the hood.

____ b. in the mirrors until you come to a complete stop.

____ c. out the left side window.

____ d. out the right side window.

3. The first thing you should try if the accelerator pedal sticks on an open road is to:

____ a. tap the accelerator with your foot.

____ b. put the transmission to the "Park" position.

____ c. turn the key off.

____ d. reach down and pull it up with your hand.

4. The reason for not opening the hood when you have a fire is:

____ a. you should cool the hood with water first.

____ b. it makes use of the fire extinguisher difficult because of the heat from the engine.

____ c. it lets in more air.

TRUE AND FALSE

5. ____T ____F Your parking brake will not work when the brakes fail.

6. ____T ____F Brake fade is caused by extra heat from too much braking.

7. ____T ____F A rear tire failure can cause the car to fishtail.

EVALUATION E8

(Page 2)

TRUE AND FALSE (continued)

8. ____T ____F To keep the car from rolling when changing a right-front tire, put a large rock behind the left-rear tire.

9. ____T ____F It is not necessary to hold the emergency brake release out when using the emergency brake to stop after the brakes fail.

10. ____T ____F When your headlights go out suddenly, press your dimmer switch a few times.

APPLICATION OF TASKS TO CITY AND FREEWAY ENVIRONMENTS

GOAL: How to drive on multiple-lane and one-way streets; how to enter and exit a freeway

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 157-166 and 197-211, and/or Sportsmanlike Driving, pages 59-61.
2. Teacher-led discussion using overhead transparency master T9b.
3. Teacher-led discussion using overhead transparency master T9c.

MODULE 9 -- APPLICATION OF TASKS TO CITY AND FREEWAY ENVIRONMENTS

VOCABULARY

acceleration lane, 199
common speed, 204
covering the brake, 159
deceleration lane, 211
emergency flare, 210
entrance ramp, 199
highway hypnosis, 208
merge area, 199
riding the brakes, 159
rumble strips, 209
stale green light, 160
through-lane, 202
velocitation, 208
wolf pack, 207

SUMMARY

1. In the city, a driver encounters a great variety of road users, signs, signals, and pavement markings on congested streets that require numerous decisions and many controlled actions to avoid conflicts.

2. By slowing down when approaching complex situations, a driver has more time to react, can reduce stopping distances, and is able to steer the car less sharply.

3. A driver should look ahead one block or more. This makes it easier to check the traffic signal ahead and determine how to deal with it.

4. Cars parked at the curb present the threat of a door opening, a car pulling out, or a pedestrian darting out between the cars. Stay at least a car door's width away from parked cars.

5. Generally, the right lane is best in city traffic on two-way streets unless the driver is preparing to turn left or where left-turn lanes are provided. If there are three lanes, the center lane is best for travel straight through. Proper position in a lane reduces possible conflicts with other road users.

6. One-way streets can be identified by signs on both sides of the street facing the driver, pavement markings, direction of moving and parked vehicles, and broken white lane lines.

7. Right turns from a one-way street are made from the right lane into the right lane; left turns are made from the left lane into the nearest left lane of traffic moving to the left.

8. Motorists should be especially alert for pedestrians and bicyclists when approaching crosswalks and intersections, turning corners, coming out of driveways and alleys, and approaching buses.

9. Proper seeing habits, car placement, communications, and speed control are techniques a driver can use to avoid pedestrians and cyclists.

10. When getting out of the car on the street side, a driver should check mirrors, look over left shoulder, get out, close the door, and move to the rear.

11. Five reasons explain why expressways have a lower collision rate than other roads.

SUMMARY (continued)

12. Before driving on an expressway, a driver should plan the trip carefully, know what signs to look for, and have the car checked.

13. The entrance area to an expressway includes the entrance ramp, which gives a driver time to "size-up" other traffic; the acceleration lane, which is used to speed up to the flow of expressway traffic; and the merge area, where a driver actually blends into the flow of traffic.

14. When entering a crowded expressway, a driver should look for a gap in traffic. If there is no gap, the driver should wait on the entrance ramp until there is a gap.

15. By blending into traffic, a driver can avoid conflicts resulting from differences in speed and position with other vehicles.

16. A driver identifies potential conflicts by looking well ahead, to the sides, and to the rear when driving on an expressway. Predictions must be made well in advance so that effective decisions can be made ahead of time. All driver actions must be executed smoothly.

17. Maximum and minimum expressway speed limits are set so that traffic will flow smoothly without large differences in speed.

18. Maintaining a space cushion, expecially to the front, is important on expressways because of high speed and multilane traffic. Keep a 2-second or 3-second following distance between your vehicle and the vehicle ahead.

19. "Velocitation" and "highway hypnosis" are two feelings a driver may experience after long hours of expressway driving. To prevent velocitation, or the feeling of going slower than one really is, a driver should keep checking the speedometer. To combat highway hypnosis, a lulled condition that can put a driver to sleep, a driver needs to take steps to keep mentally alert before and while driving for long hours on an expressway.

20. If a driver has a mechanical breakdown on an expressway, passengers should be moved away from the car, and steps must be taken to warn other drivers.

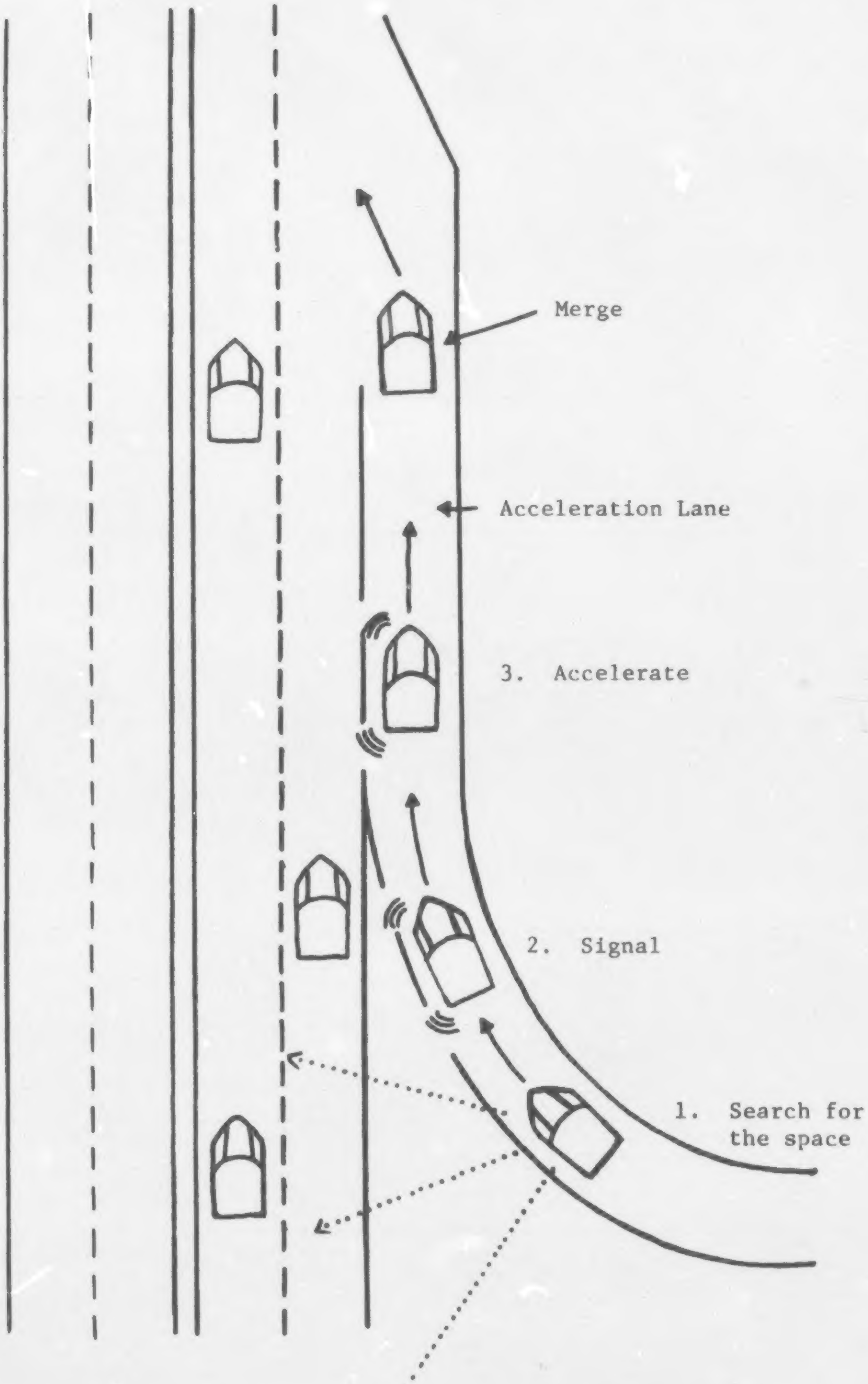
21. When leaving an expressway, a driver should get into position ahead of time, signal, and then use the deceleration lane and ramp for slowing.

MODULE 9 -- APPLICATION OF TASKS TO CITY AND FREEWAY ENVIRONMENTS

GOAL: How to drive on multiple-lane and one-way streets; how to enter and exit a freeway

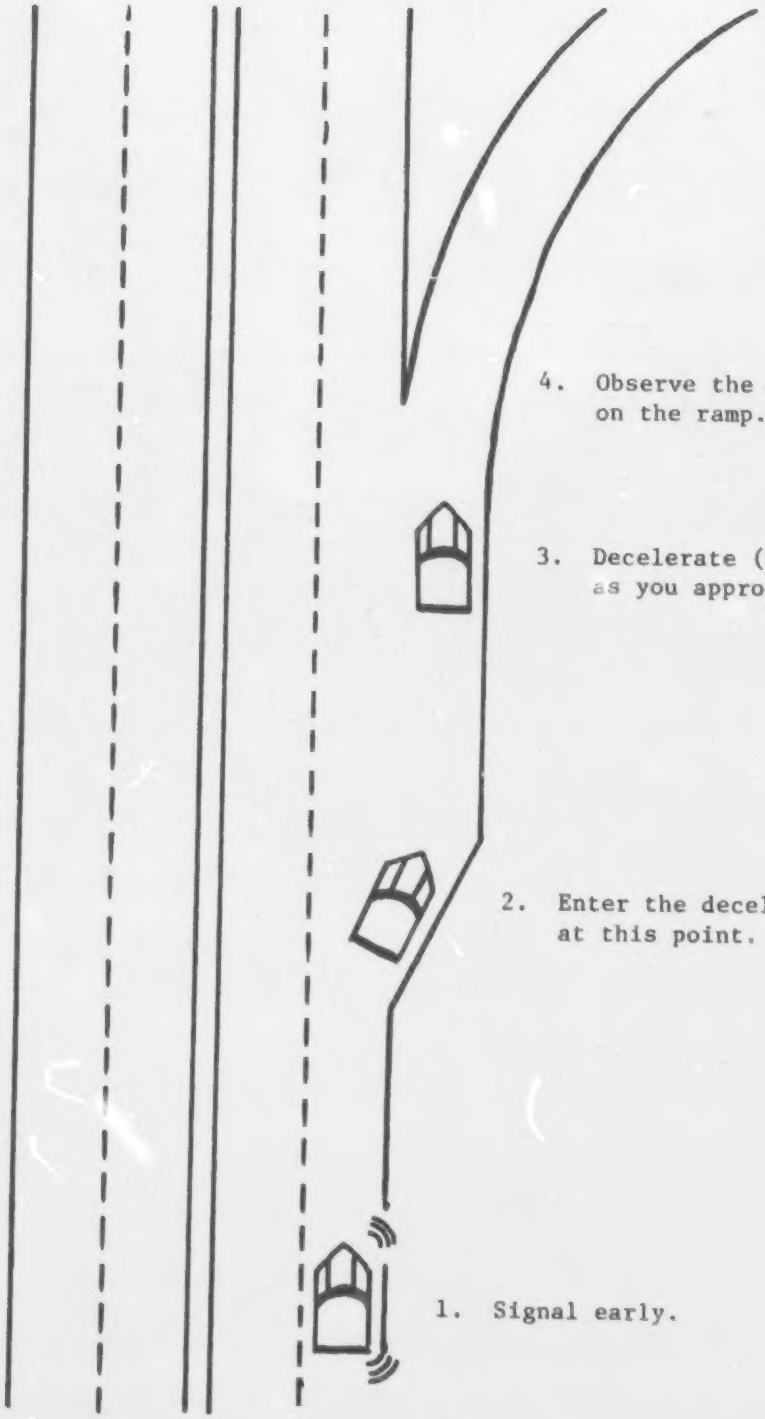
	TSE Teacher	Spec. Ed. Teacher
1. Read Drive Right, pages 157-166 and 197-211, and/or Sportsmanlike Driving, pages 59-61.	X	X
2. Read pamphlets (3).	X	
3. Complete work sheets W9a, b, and c.	X	
4. Teacher-led discussion (transparency T9a).	X	
5. Teacher-led discussion (transparency T9b).		X
6. Teacher-led discussion (transparency T9c).		X
7. Demonstrate knowledge of procedures (entering and exiting a freeway).	X	X
8. Practice and demonstrate in the TSE vehicle.	X	
9. Complete evaluation E9.		X

ENTERING AN EXPRESSWAY


Merge
Acceleration Lane
3. Accelerate
2. Signal
1. Search for the space

T9c

LEAVING AN EXPRESSWAY



4. Observe the exit speed on the ramp.

3. Decelerate (brake) rapidly as you approach curve.

2. Enter the deceleration lane at this point.

1. Signal early.

E V A L U A T I O N E 9

Place a check mark by the correct answer.

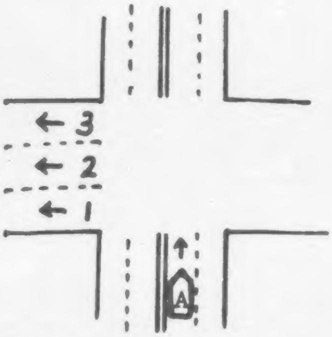
1. One-way streets have what color center lines?

_____ a. white

_____ b. yellow

_____ c. both--yellow and white

2. To turn left, into which lane does car A turn?



_____ a. lane 1

_____ b. lane 2

_____ c. lane 3

3. When approaching a complex intersection, a driver should:

_____ a. lane change

_____ b. slow down

_____ c. speed up

4. If you are not going to turn, in which lane is it best to drive for city traffic?

_____ a. left

_____ b. right

_____ c. center

5. The freeway speed limit is:

_____ a. 45

_____ b. 55

_____ c. 60

_____ d. 50

EVALUATION E9

(Page 2)

6. On a freeway how much following distance should you have?

_____ a. the same as any other road

_____ b. more distance than other roads

_____ c. less distance than other roads

7. Which part of the freeway ramp does a driver pick up speed to enter the freeway?

_____ a. entrance ramp

_____ b. acceleration lane

_____ c. merge area

8. _____T _____F When leaving a freeway, slow down on the freeway.

9. _____T _____F Freeways are safer to drive on because they have no intersection.

10. Covering the brake means:

_____ a. letting up on the gas pedal

_____ b. putting your right foot on the brake pedal

_____ c. setting the parking brake

OBTAINING YOUR DRIVER'S LICENSE

GOAL: Develop an understanding of the Washington Driver's Guide and how to get a driver's license

STUDENT LEARNING ACTIVITIES:

1. Read Sportsmanlike Driving, pages 118-124.
2. Read A Driver's License...Your Key to the Road and complete questions throughout the booklet.

MODULE 10 -- OBTAINING YOUR DRIVER'S LICENSE

GOAL: Develop an understanding of the Washington *Driver's Guide* and how to get a driver's license

	TSE Teacher	Spec. Ed. Teacher
1. Read *Sportsmanlike Driving*, pages 118-124.	X	X
2. Read the *Driver's Guide*.	X	
3. Read *A Driver's License...Your Key to the Road* and complete questions.	X	X
4. Complete and discuss *Driver's Guide* test.	X	
5. Complete evaluation E10.		X

EVALUATION E10

Place a check mark by the correct answer.

1. Having a Washington driver's license is a:

____ a. right

____ b. privilege

____ c. necessity

2. To get your license, you must pass a:

____ a. vision test

____ b. road test

____ c. knowledge test

____ d. all of the above

3. The minimum age to apply for a driver's license is:

____ a. 15

____ b. 15½

____ c. 16

____ d. 18

4. Where do you go to get your license?

____ a. Washington State Auditor

____ b. Department of Licensing

____ c. Washington State Patrol

____ d. None of these

5. To drive with a learner's permit, you must:

____ a. drive during daylight hours only.

____ b. have a licensed driver of five years next to you.

____ c. not have any teen-agers in the car with you.

EVALUATION E10

(Page 2)

6. You must renew your license every:

    ____ a. year

    ____ b. two years

    ____ c. six months

    ____ d. three years

7. ____T ____F You must carry your license with you at all times when driving.

8. The Washington Driver's Guide is a:

    ____ a. book of laws.

    ____ b. book of laws and rules of the road used while driving in Washington.

    ____ c. book of tests.

9. ____T ____F When getting your license, your parent or guardian must give their permission.

10. If your license expires, you:

    ____ a. cannot get another one.

    ____ b. must take the test again.

    ____ c. renew it like always.

SIGNS, SIGNALS, AND PAVEMENT MARKINGS

GOAL: Recognize and understand all signs, signals, and pavement markings

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 17-28, and/or Sportsmanlike Driving, pages 136-148.
2. View filmstrip cassette, "Signs and Symbols".
3. View filmstrip cassette, "Markings and Signals".
4. Complete work sheet W11b.
5. Complete work sheet W11c.
6. Complete work sheet W11d.

MODULE 11 -- SIGNS, SIGNALS, AND PAVEMENT MARKINGS

VOCABULARY

basic speed law, 23
flashing signals, 18
information signs, 25
lane signals, 18
minimum speed law, 23
pavement markings, 28
pedestrian-actuated signals, 19
pedestrian signals, 18
progressive-signal system, 19
regulatory signs, 22
right-of-way, 22
school zone, 27
traffic-actuated signals, 19
traffic control signals, 18
warning signs, 26
yield, 22

SUMMARY

1. Drivers need to know what to do as well as what not to do at traffic lights. Red always means stop. Yellow means the light is about to change, and a driver should not enter the intersection if he or she can stop. Green means check cross traffic, move with caution, but be prepared to stop, if necessary.

2. Flashing red lights always require a full stop. At flashing yellow lights a driver must reduce speed and be prepared to stop, if necessary.

3. Traffic-light systems may be timed at regular intervals or may be activated by pedestrians and by traffic from cross streets.

4. Shapes and colors of signs tell drivers specific information about traffic conditions ahead.

5. International signs, such as YIELD and NO BICYCLES, are becoming more common in the United States.

6. Regulatory signs carry the full force of the law and control speed, turns, lanes, stop, yield, parking, and passing.

7. Looking and yielding are two very important actions required of all drivers at STOP and YIELD signs.

8. Warning signs prepare drivers for such problems ahead as construction, no-passing zones, railroad crossings, intersections, poor road conditions, and hazards.

9. When approaching SCHOOL ZONE and SCHOOL CROSSING signs, drivers must slow and watch for children.

10. Route signs warn drivers in advance of a turn and then follow up with a confirmation sign.

11. Yellow center line markings always mean two-way traffic. White lane lines indicate traffic flowing in the same direction. Broken lines may be crossed; solid lines may not.

12. A vehicle driving slower than the posted speed limit with five or more vehicles following must pull off and allow the vehicles to pass at the first opportunity.

13. A driver must stop behind the stop line or the crosswalk if there is no stop line or behind the sign in the absence of a stop line or crosswalk.

MODULE 11 -- SIGNS, SIGNALS, AND PAVEMENT MARKINGS

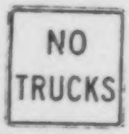
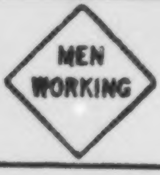
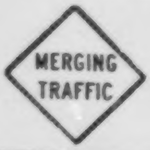
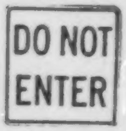
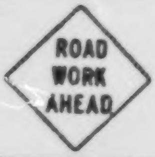
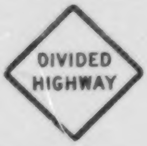
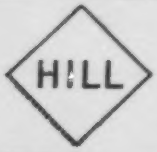
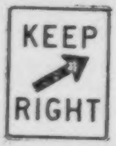
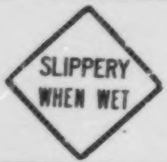
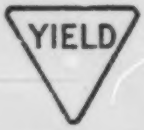
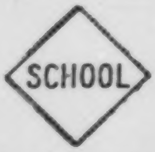
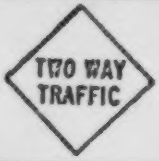
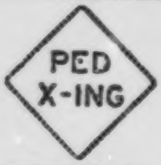
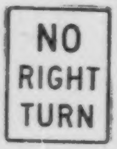
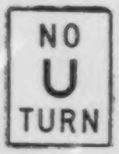
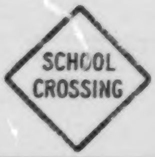
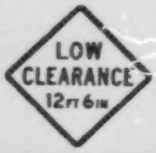
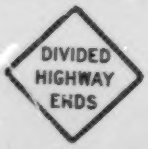
GOAL: Recognize and understand all signs, signals, and pavement markings

	TSE Teacher	Spec. Ed. Teacher
1. Read Drive Right, pages 17-28, and/or Sportsmanlike Driving, pages 136-148.	X	X
2. View "Signs and Signals".	X	X
3. View "Markings and Signals".	X	X
4. Complete work sheet W11b.		X
5. Complete work sheet W11c.		X
6. Complete work sheet W11d.		X
7. Complete evaluation E11.		X

WORK SHEET W11b

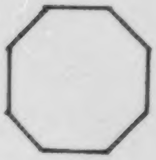
ROAD/STREET SIGNS ARE CHANGING TO SYMBOLS.

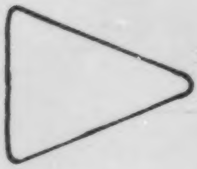
Draw the new sign and write in the colors of each sign.

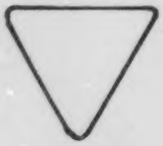
OLD	NEW	OLD	NEW
		 MEN WORKING	
 MERGING TRAFFIC		 DO NOT ENTER	
 ROAD WORK AHEAD		 DIVIDED HIGHWAY	
			
 SLIPPERY WHEN WET			
		 TWO WAY TRAFFIC	
		 NO RIGHT TURN	
		 SCHOOL CROSSING	
 LOW CLEARANCE 12 FT 6 IN		 DIVIDED HIGHWAY ENDS	

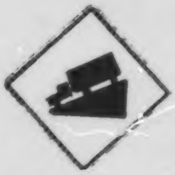
WORK SHEET W11c

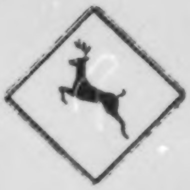
ACROSS

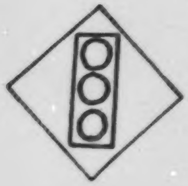
1. 

2. 

3. 

4. 

5. 

6. 

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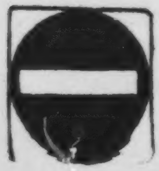
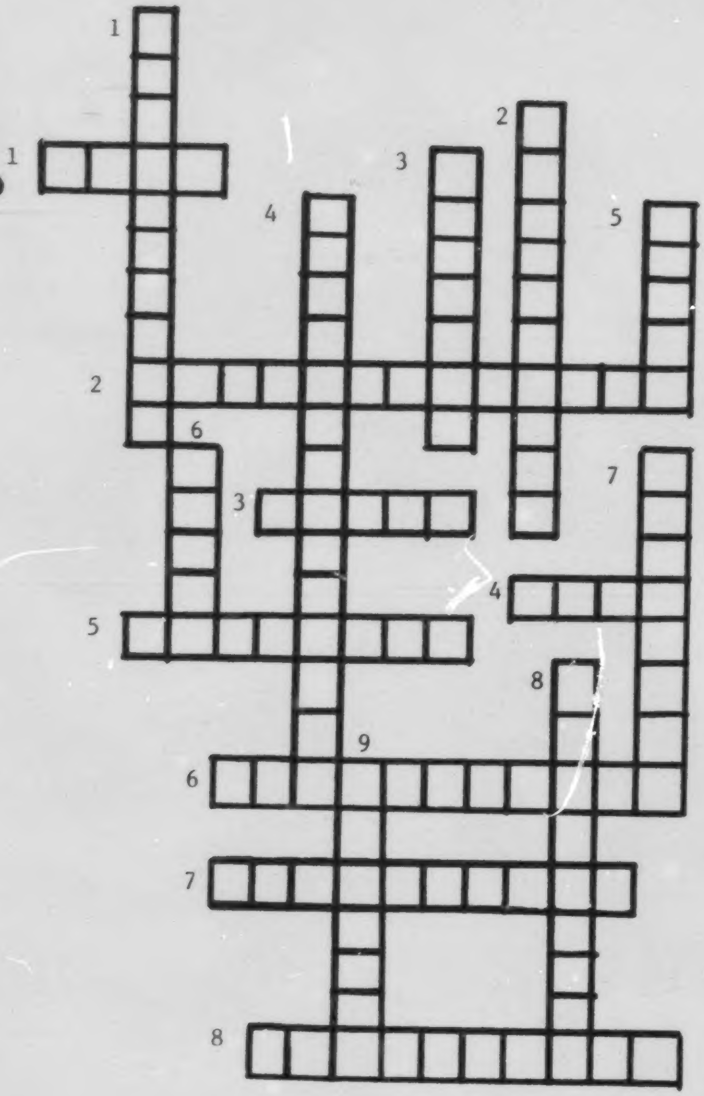
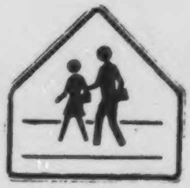
8. 

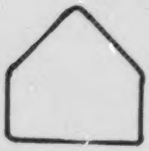


Write the name of the signs in the correct spaces above.

Write the colors of the sign beside each one.

DOWN

1. 

2. 

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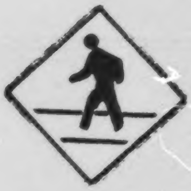
4. 

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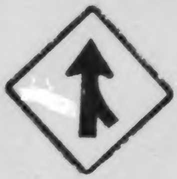
6. 

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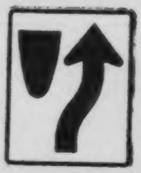
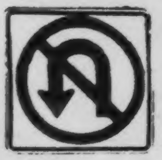
8. 

9. 

WORK SHEET W11d

(page 1 of 2 pages)

1. Describe the meaning and correct action to take when approaching the following lights:

   a. steady red ______________________

   b. flashing red ______________________

   c. steady yellow ______________________

   d. flashing yellow ______________________

   e. steady green ______________________

   f. green arrow ______________________

   g. yellow arrow ______________________

   h. red arrow ______________________

2. What is the difference in driver actions at stop and yield signs?

   ____

   ____

3. What are the three legal stopping places at stop signs?

   1. ______________________

   2. ______________________

   3. ______________________

4. What is the general meaning of each of these colors on traffic signs?

   a. red ______________________

   b. yellow ______________________

   c. orange ______________________

   d. green ______________________

   e. blue ______________________

   f. brown ______________________

   g. white ______________________

WORK SHEET W11d

(page 2 of 2 pages)

5. What are the shapes and colors of the five different warning signs?

   1. ____
   2. ____
   3. ____
   4. ____
   5. ____

6. What is the meaning of the following pavement markings?

   a. broken yellow center line ____________________

   b. broken white center line ____________________

   c. double solid yellow center line ____________________

   d. solid yellow edge line ____________________

   e. solid white center line ____________________

7. Slow moving vehicles with five or more vehicles following must __________

   ____

8. Is the posted speed limit always legal? yes ☐ no ☐

   Why? ____

9. Can you go over the speed limit to pass? yes ☐ no ☐

   If yes, under what conditions? ____________________

   ____

10. What is the maximum speeds in the following areas?

    a. school zones--when posted ____________________

    b. city ____________________

    c. county roads ____________________

    d. freeways ____________________

EVALUATION E11

Place a check mark by the correct answer.

1. Warning signs are constructed in a variety of shapes. When colored with an orange background, they indicate:

    ____ a. no passing

    ____ b. construction or maintenance

    ____ c. sharp curves

    ____ d. heavy traffic

2. A regulatory sign that is used to regulate the speed and direction of traffic is rectangular in shape and utilizes what two colors?

    ____ a. green and white

    ____ b. yellow and black

    ____ c. red and white

    ____ d. black and white

3. What should you do when you see a flashing red light?

    ____ a. proceed only if you have an absolute right of way

    ____ b. come to a full stop and then proceed when safe

    ____ c. slow down and proceed with caution

    ____ d. stop if other vehicles are approaching or are in the intersection

4. Stop lines are solid:

    ____ a. white

    ____ b. yellow

    ____ c. red

    ____ d. yellow striped

EVALUATION E11

(Page 2)

5. A green arrow pointing right used with a flashing red light means:

    ____ a. all motorists must stop, except those turning right

    ____ b. that lane is clear

    ____ c. all must stop first, then motorists may turn right

    ____ d. all of the above

6. What is the difference between a green "X" and a green arrow over your lane of travel on a freeway?

    ____ a. Arrows are only used in California.

    ____ b. "X" means change lanes ahead.

    ____ c. They have the same meaning.

7. If you are driving slower than the normal flow of traffic and have at least five (5) vehicles lined up behind you, you are required by law to:

    ____ a. slow down to allow them to pass

    ____ b. speed up to the limit

    ____ c. pull off and allow them to pass

    ____ d. you are not required to do anything

8. Yellow center lines:

    ____ a. divide traffic in same direction.

    ____ b. divide traffic in opposite direction.

9. Brown is the color of what sign?

    ____ a. warning

    ____ b. recreation

    ____ c. service

    ____ d. guide

EVALUATION E11

(Page 3)

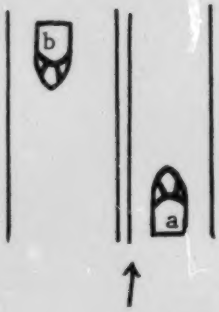
10. This solid yellow lane line means:

____ a. two-way

____ b. passing for car a

____ c. no passing for car b

____ d. all of the above



Solid yellow line

HUMAN FUNCTIONS - IPDE

GOAL: Understand defensive driving techniques including the IPDE process and the Smith System of good seeing habits

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 71-82, and/or Sportsmanlike Driving, pages 98-104 and 106-114.

2. Utilizing W12a, W12b, and W12c, prepare overhead transparency and use in discussion.

MODULE 12 -- HUMAN FUNCTIONS - IPDE

VOCABULARY

communicating, 73
compromising, 82
formation, 83
minimizing, 82
potential hazard, 73
scanning, 72
searching, 72
separating, 82
space cushion, 74
strategy, 82

SUMMARY

1. The organized system of aiming well ahead (Aim high in steering), scanning the roadway for clues (Keep your eyes moving), and attaching the proper meaning to what is seen (Get the big picture) is vital to making wise decisions in traffic. The other two important rules are: make sure others see you and leave yourself an out. These techniques are commonly referred to as the Smith System.
2. Traffic controls, other users, roadway features, and your own car are four important parts of the traffic environment that must be checked continually.
3. Communicating is vital for the safe, smooth flow of traffic. It can be done with lights, horn, eye contact, car position, and body movements.
4. Predicting depends on accurate stored knowledge of what other drivers might do and what your own car can be expected to do.
5. Judgment of speed, time, distance, space, traction, and visibility provide needed information for making wise driving decisions.
6. A driver should evaluate the other driver's path of travel, when and where an action might be taken, how much of a threat the other driver may be, and where your paths may cross in order to predict how much of a threat the driver might be.
7. When drivers carefully consider all of the alternatives open to them and the consequences of each possible choice, wiser decisions are likely to be made.
8. Decision-making can be learned by applying the IPDE process while a passenger or observer in a car. It need not be limited to behind-the-wheel experiences.
9. How much action a driver can take depends on the car's speed, space, and traction.
10. A space cushion is the space around a vehicle which allows a driver to take as much action as is needed when it is needed.
11. The four requirements for a safe path of travel are adequate width or space, traction, visibility, and clear space ahead for traffic flow. To achieve a safe speed, drivers must adjust to changes in these four elements.

SUMMARY (continued)

12. Three strategies that are used to reduce dangers are minimize, separate, and compromise. To minimize, move away from a hazard by changing car position and/or adjusting speed. To separate, adjust speed to handle several hazards at one time. To compromise, allow the greatest amount of space to the greatest danger.

13. The ABC's of formation driving are: allow, blend, control your feelings, drop out if necessary, and expect change.

MODULE 12 -- HUMAN FUNCTIONS - IPDE

GOAL: Understand defensive driving techniques including the IPDE process and the Smith System of good seeing habits

	TSE Teacher	Spec. Ed. Teacher
1. Read *Drive Right*, pages 71-82, and/or *Sportsmanlike Driving*, pages 98-104 and 106-114.	X	X
2. View four (4) filmstrip cassettes.	X	
3. View 16mm film, "Smith System".	X	
4. Complete work sheets W12a, b, and c.	X	
5. Utilizing W12a, W12b, and W12c, prepare overhead transparency and use in discussion.		X
6. Teacher-led discussion--predictions and decisions (transparency T12a).	X	
7. Complete evaluation E12 (objective test).	X	
8. Complete evaluation E12 (visuals).		X

WORK SHEET W12a
(Page 1 of 4 pages)

DIRECTIONS:

On the following pages thare are given several different Traffic Situations. On a separate sheet of paper, answer the following questions on each traffic situation.

On Traffic Situation A1-1

1. Imagine you are driving Car A
2. Identify all of the hazards to and requirements for Car A.
3. As you came on this situation what advance clues could help you to identify the situation to give you time to respond?
4. What action should you decide to take?

Traffic Situation A1-4

1. Imagine you are driving Car A
2. Does Car B become a hazard under these circumstances? How?
3. If Car B continues to come on out and you have to take an alternative route, does Car C become a hazard? How?
4. If you are going too fast to stop, is there a safe alternative route that you can take in Car A? What?
5. If Car C saw you pulling into his lane could he take a safe alternative route? Why?
6. If you had identified the hazards early enough, and had made a correct prediction of the clues from these hazards, what decision should you have made as the driver of Car A?

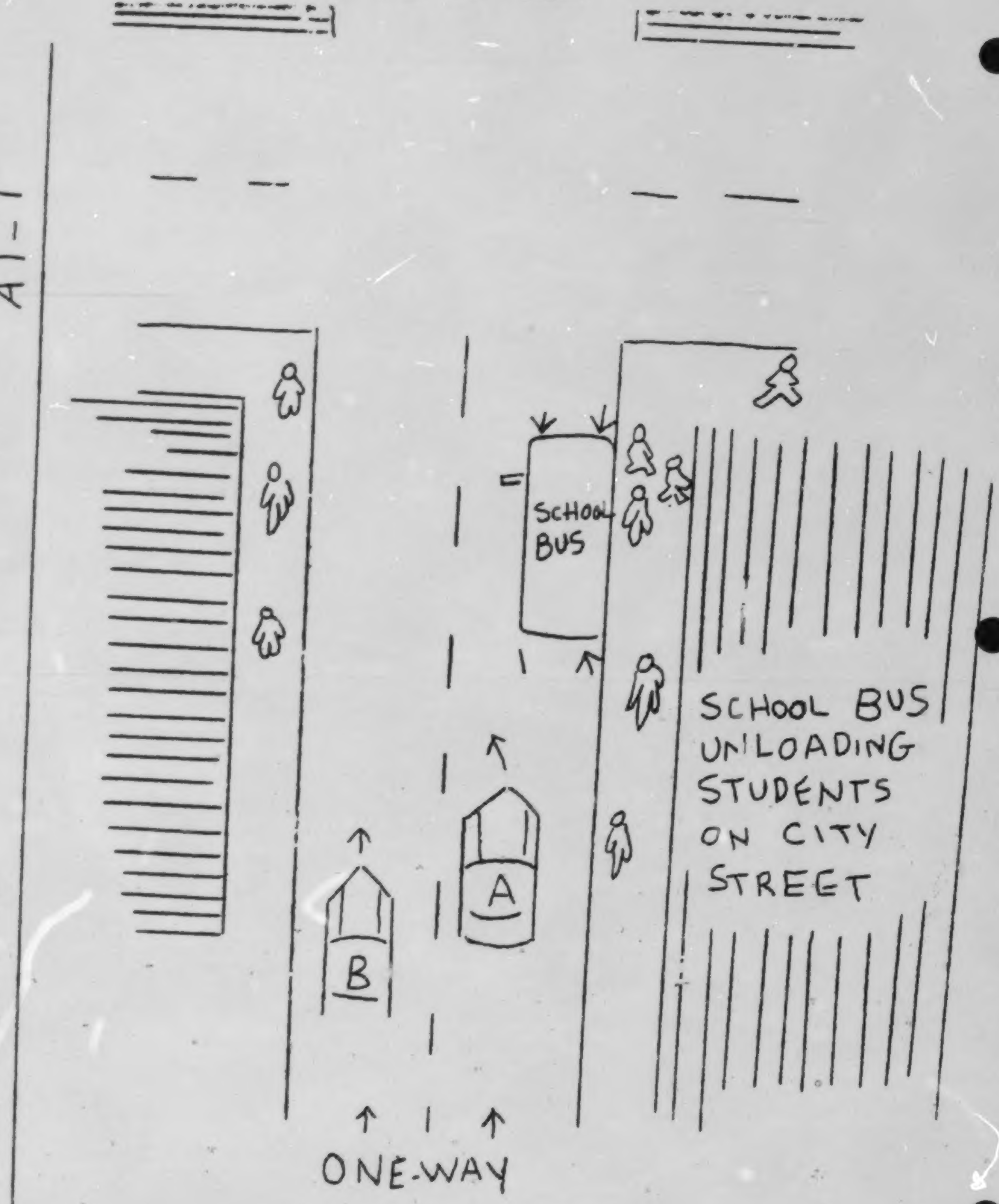
Traffic Situation A1-6

1. Imagine you are driving Car A
2. What is the potential situation?
3. What predictions can you make about the hazards in this situation?
4. What decision or responses might you make that could introduce conflicts?
5. What action could you take that could prevent this situation from becoming a dangerous situation?
6. Imagine you are driving Car B
7. What predictions can you make about the possible actions of the driver of Car A?
8. What prediction is most likely?
9. What decision should you make that would minimize the chances of conflict?

WORK SHEET W12a
(Page 2 of 4 pages)

SITUATION A1-1

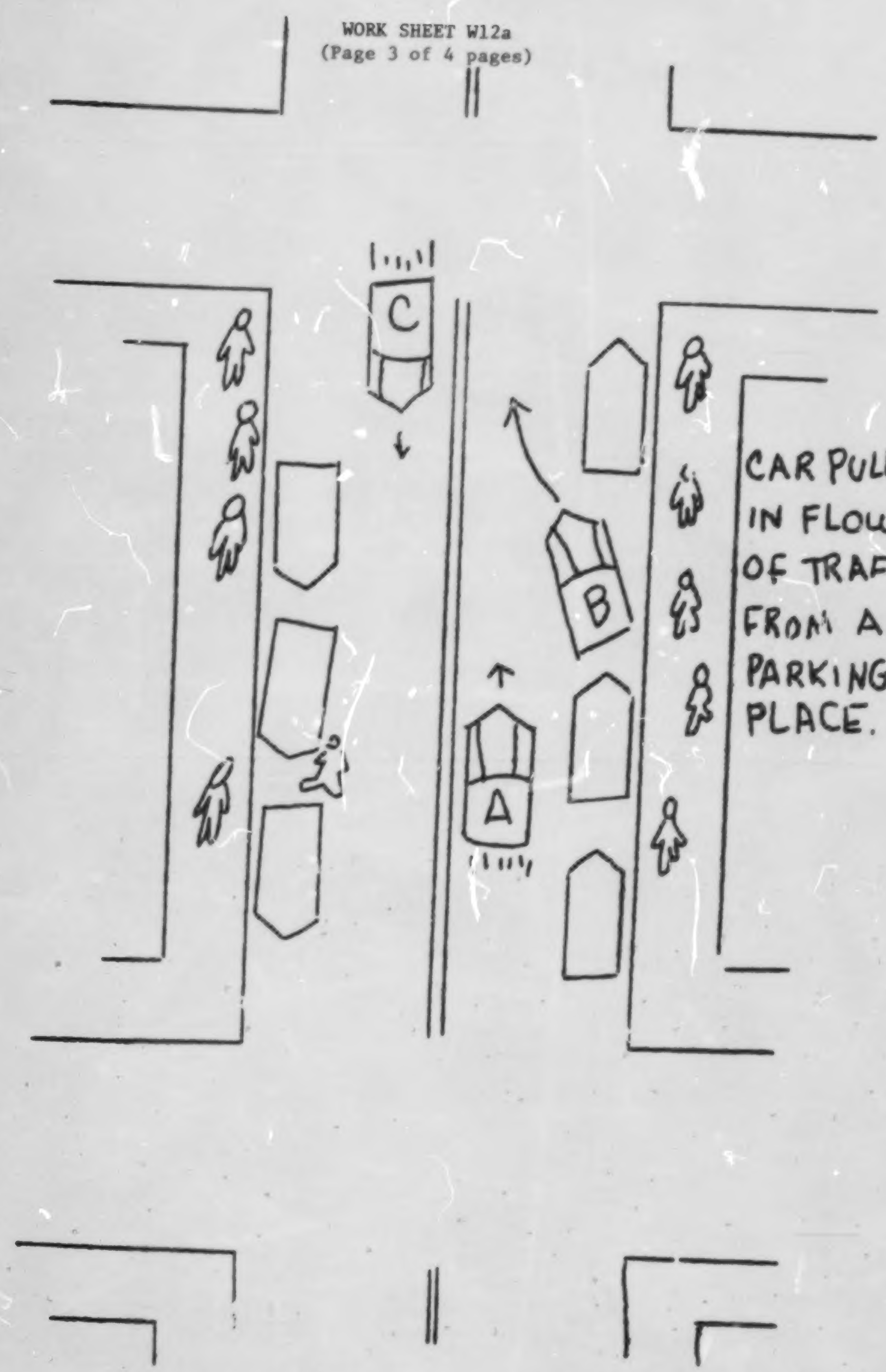
URBAN TRAFFIC FLOW


SCHOOL BUS
SCHOOL BUS UNLOADING STUDENTS ON CITY STREET
A
B
ONE-WAY

SITUATION
A1-4

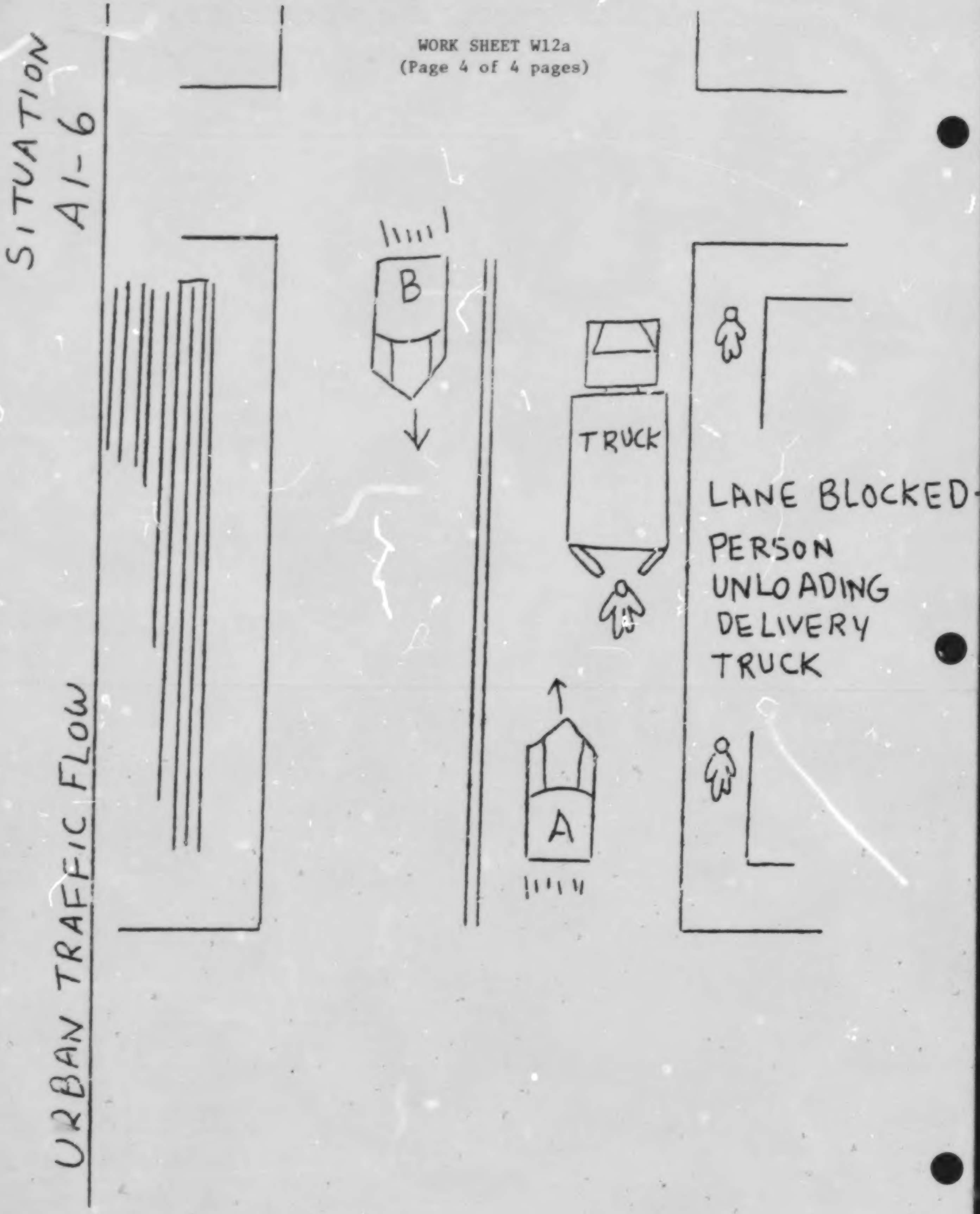
URBAN TRAFFIC FLOW

WORK SHEET W12a
(Page 3 of 4 pages)



CAR PULLING
IN FLOW
OF TRAFFIC
FROM A
PARKING
PLACE.

WORK SHEET W12a
(Page 4 of 4 pages)


SITUATION
A1-6
URBAN TRAFFIC FLOW
B
TRUCK
LANE BLOCKED
PERSON
UNLOADING
DELIVERY
TRUCK
A

WORK SHEET W12b

(Page 1 of 5 pages)

Directions:

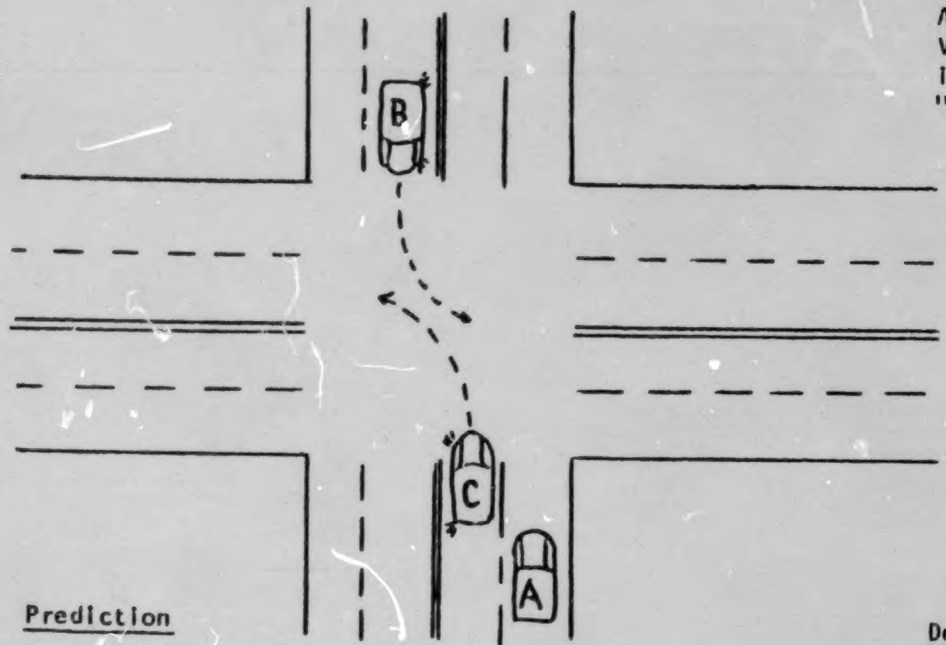
You will be given several pages of traffic situations. Answer the questions below each illustration based upon your predictions of what might take place in each traffic situation.

YOU ARE ALWAYS DRIVING VEHICLE "A".

There may not necessarily be a correct answer. Choose the answer that seems most correct to you.

After answering the questions, get together in groups of 3 or 4 and compare answers. Be prepared to justify your choice.

TRAFFIC SITUATION 1



Prediction

Under the circumstances in the above situation, the traffic cues would indicate that your prediction should be:

A.____

B.____

Which prediction do you think is correct and why?

____

____

____

Description

At this intersection that you are approaching, Vehicle "C" is making a left turn. While making his left turn, Vehicle "C" is hiding Vehicle "B" from your view.

Decision

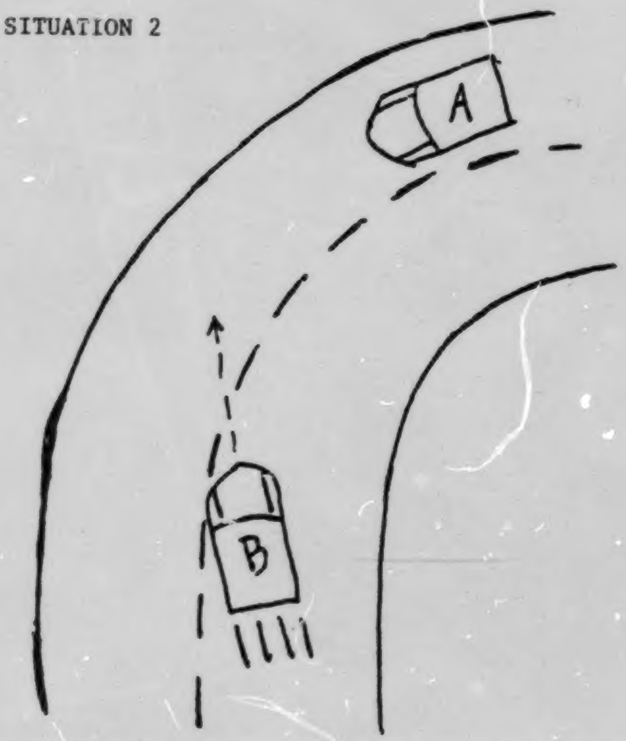
What would you do in the above situation? Why?

WORK SHEET W12b

(Page 3 of 5 pages)

TRAFFIC SITUATION 2

While rounding a curve in Vehicle "A" you suddenly see Vehicle "B" heading into your lane.



Questions:

1. What may happen to you in the above situation?

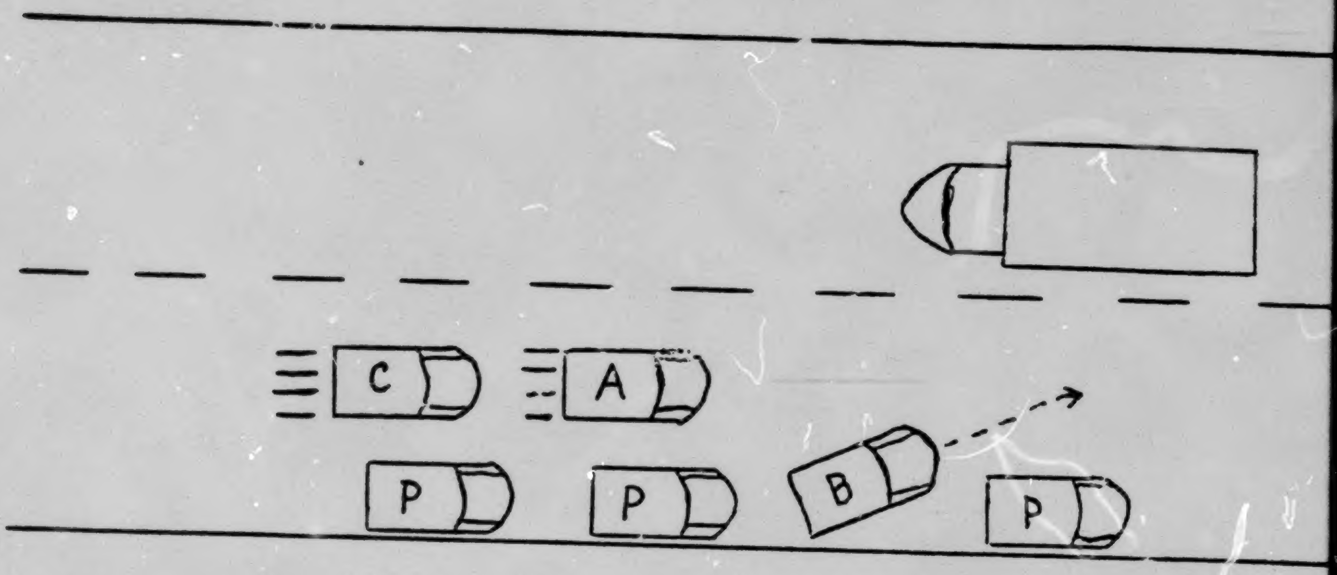
2. What could you do to prevent this from happening to you?

3. What might be done by you to cause a serious situation to occur?

WORK SHEET W12b

(Page 4 of 5 pages)

TRAFFIC SITUATION 3



Direction:

As driver of Vehicle "A",

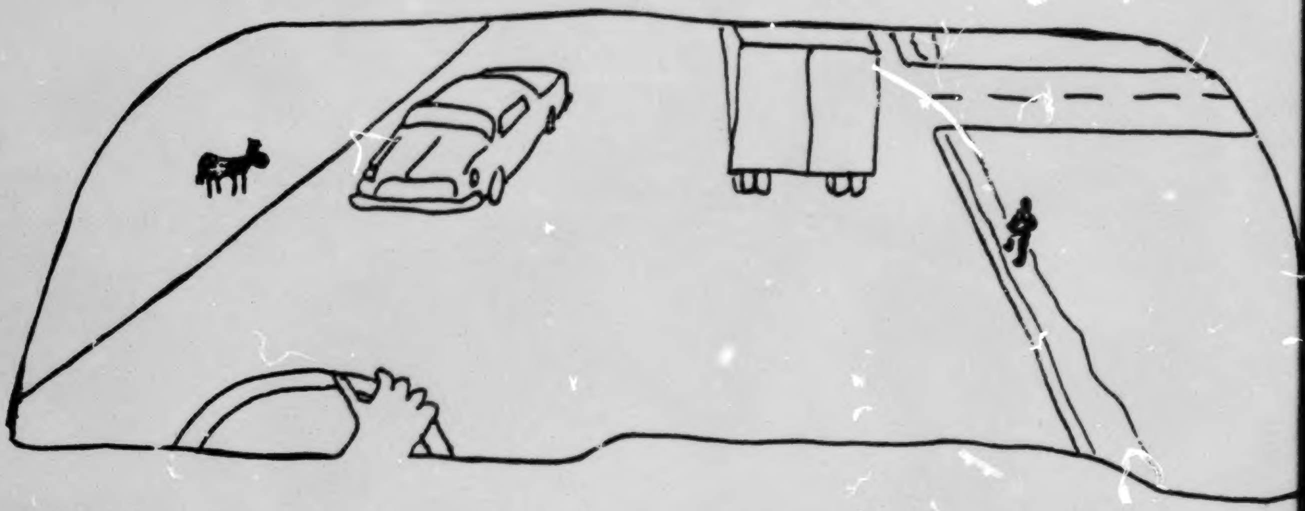
1. What might happen, due to the action of Vehicle "B"? Why?

2. What might happen, due to the action of Vehicle "C"? Why?

3. What might happen, due to the combined actions of Vehicles "B" & "C"? Why?

4. What alternative actions could you take? Which do you think would be the best action to take?

TRAFFIC SITUATION 4



Questions

This is the view through your windshield

1. What predictions could you make concerning the above hazards that might cause you to change either your vehicle speed or direction?

WORK SHEET W12c

(Page 1 of 2 pages)

Driving would be easier if potential hazards only presented themselves one at a time. But, it usually doesn't happen that way. Driving gets very complex at times. Four or five hazards may appear at one point. To handle these potential hazards, you will separate and/or compromise them.

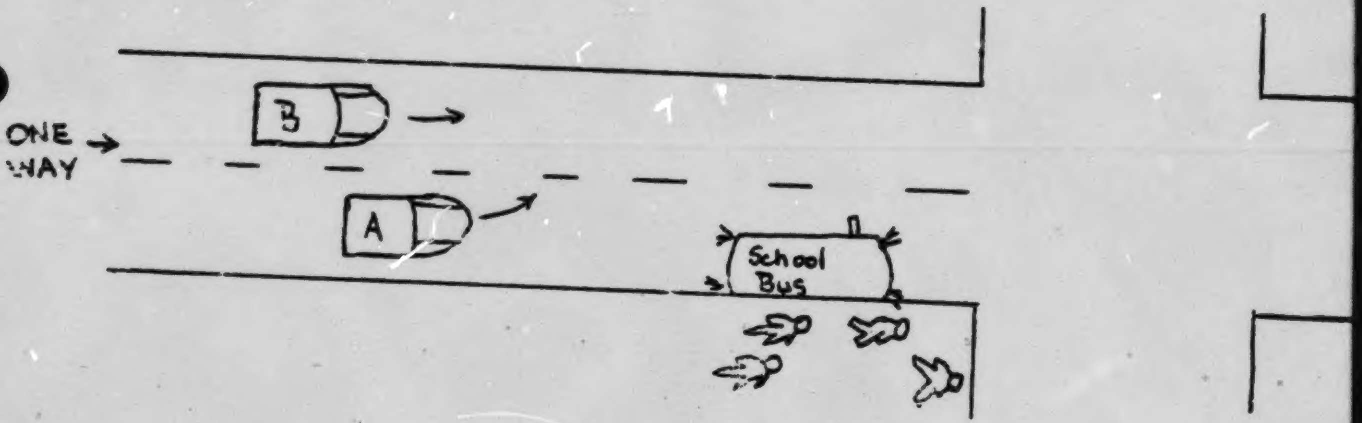
SEPARATE - To adjust speed, by braking or accelerating, to avoid passing two or more obstacles at one time.

COMPROMISE - To adjust vehicle position by steering, to minimize potential danger when you cannot separate two or more obstacles.

You are always the driver of Car A.

Now explain how you would separate and compromise the following situations:

SITUATION 1



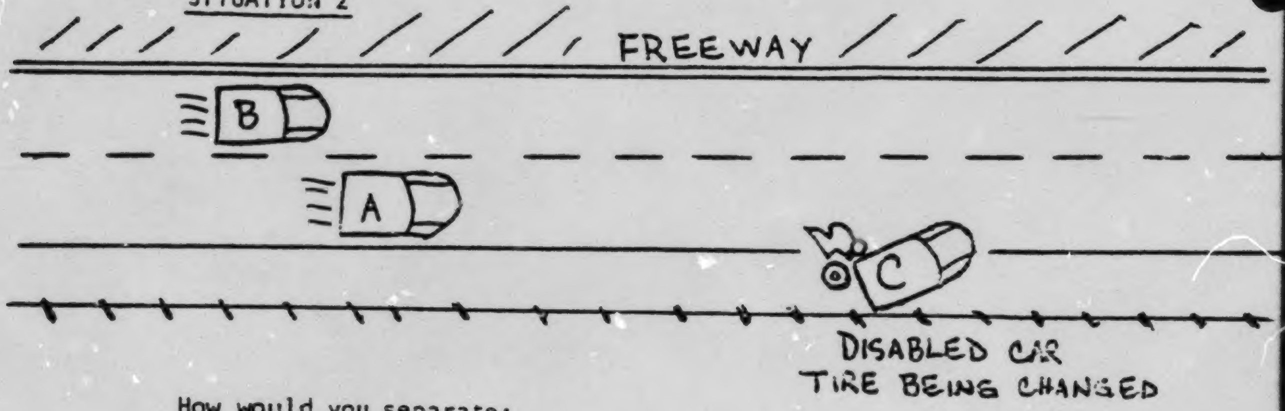
How would you separate:

How would you compromise:

WORK SHEET W12c

(Page 2 of 2 pages)

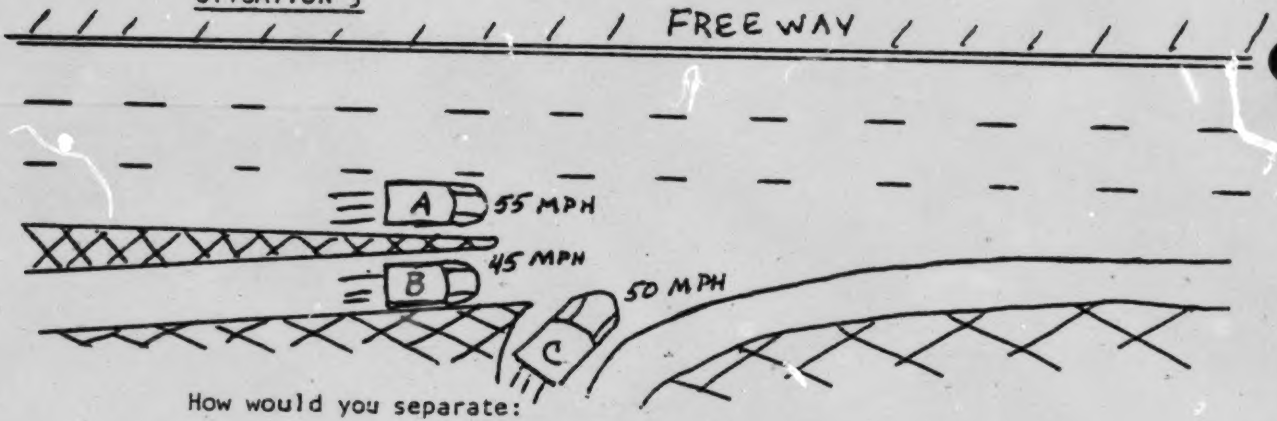
SITUATION 2


FREEWAY
B
A
C
DISABLED CAR
TIRE BEING CHANGED

How would you separate:

How would you compromise:

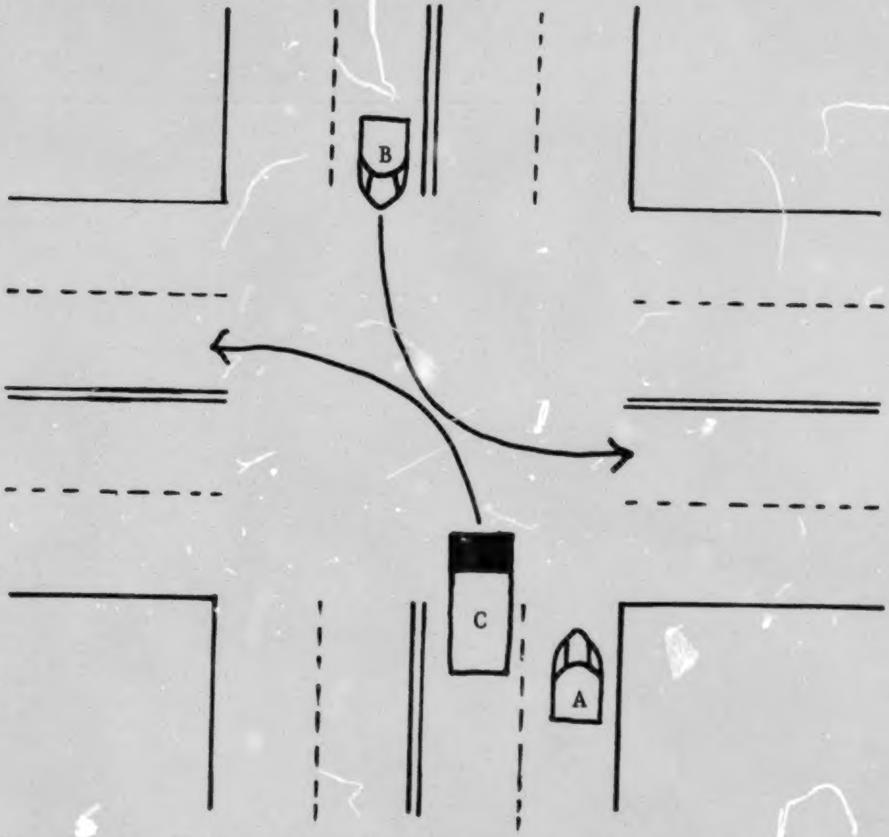
SITUATION 3


FREEWAY
A
55 MPH
B
45 MPH
C
50 MPH

How would you separate:

How would you compromise:

EVALUATION E12



You are driving car A. While making a left turn, truck C is blocking your view of car B.

1. What might you identify:

2. What would you predict may happen?

3. What decision could you make?

4. How will you execute?

EVALUATION E12

(Page 2)

5. Which is not a Smith System rule?

____ a. aim high in steering

____ b. always leave an out

____ c. follow at a safe distance

____ d. keep eyes moving

6. To separate two driving hazards, adjust your:

____ a. speed

____ b. mirrors

____ c. vision

____ d. none of these

ROADWAY VARIATIONS

GOAL: Understand driving adjustments for roadway surfaces including hills, curves, etc.

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 55-63, 177-178, and 180-186, and/or Sportsmanlike Driving, pages 156-157.
2. Complete work sheet W13c.

MODULE 13 -- ROADWAY VARIATIONS

VOCABULARY

banked curve, 62
braking distance, 59
energy of motion, 58
friction, 56
perception distance, 59
perception time, 59
reaction distance, 59
reaction time, 59
sight distance, 181
stopping distance, 59
tireprint, 63
traction, 56
tread, 57

SUMMARY

1. Friction is the force that allows the tires to grip the road.
2. Two important factors that determine the amount of traction are: tire tread and road surface.
3. Tires send messages to the driver through the sound and feel of the car.
4. Friction of the brake linings against the drums and the wheels against the road slows down the car's energy of motion.
5. Stopping distance is the total time it takes to stop a car and includes perception distance, reaction distance, and braking distance.
6. Vehicle condition, speed, hills, and road surface affect braking distance.
7. Sharpness and bank of a curve as well as the car's speed affect the car's ability to take the curve.
8. Reduced visibility at some rural intersections due to high speed or crops and vegetation pose special problems that a driver can only resolve by greatly reduced speed and increased attention.
9. Curves and hills can reduce visibility. The less visibility a driver has the lower the car's speed must be. Speed is determined by steepness of a hill and sharpness of a curve.
10. The correct speed on rural highways depends on conditions and adjusting speed to those conditions.
11. When meeting other vehicles on rural highways, safety depends on being seen, being aware of swerve path, and keeping to the right side of the road.
12. A safe path of travel can be determined by considering traction, width of the road, field of view, line of sight, and possible changes in the traffic flow.

MODULE 13 -- ROADWAY VARIATIONS

GOAL: Understand driving adjustments for roadway surfaces including hills, curves, etc.

	TSE Teacher	Spec. Ed. Teacher
1. Read Drive Right, pages 55-63, 177-178, and 180-186, and/or Sportsmanlike Driving, pages 156-157.	X	X
2. Read "Safety at the Crossing".	X	
3. Complete work sheet W13a.	X	
4. Complete work sheet W13b.	X	
5. Complete work sheet W13c.		X
6. Complete evaluation E13.		X

WORK SHEET W 13 c

Pick the one BEST answer to each question. Write the LETTER of that answer in the blank.

____ 1. What are nature's traffic laws?

a. laws to keep people from hurting animals or cutting down trees
b. forces of nature which act on your car when you drive
c. traffic laws used in National Parks

____ 2. What is friction?

a. a force which makes things slide easier
b. another name for centrifugal force
c. a force that tries to keep things from moving

____ 3. When you round a curve in the road, what force is at work?

a. force of impact
b. force of habit
c. centrifugal force

____ 4. Gravity is a force that

a. pulls things to the ground.
b. makes things go up in the air.
c. pushes things to one side.

____ 5. When rounding a curve, what happens if there is more centrifugal force than friction?

a. You will slide off the road.
b. You will come to a stop.
c. You will round the curve safely.

____ 6. What happens when your tires are worn?

a. There is more friction.
b. There is less friction.
c. There is about the same friction.

EVALUATION E13

Match the following words with their definitions: (3 points)

1.	____ friction	a.	force at work when rounding a curve
2.	____ gravity	b.	tries to keep things from moving or sliding
3.	____ centrifugal force	c.	force that pulls things to the ground

4. ____T ____F You get less friction when your tires are worn.

5. ____T ____F Curves and hills have no effect on the IPDE system.

6. ____T ____F Road conditions should be a determination of speed.

Label the following with the correct law of nature:

gravity　　centrifugal force　　friction　　traction

7. Poor tires reduce your ________________________.

8. ________________________ pulls a car down a hill.

9. ________________________ pushes a vehicle off curve when going too fast.

10. Rain on the roadway affects ________________________.

LIMITED VISIBILITY, LESSENED TRACTION

GOAL: Understand how to handle the effects of poor visibility and reduced traction

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 219-229, and/or Sportsmanlike Driving, pages 152-155 and 159-164.
2. Teacher-led discussion on limited visibility and limited traction.
3. Complete work sheet W14b.
4. Complete work sheet W14c.
5. Complete work sheet W14d.

MODULE 14 -- LIMITED VISIBILITY, LESSENED TRACTION

VOCABULARY

hydroplaning, 224
low-beam, 220
overdriving headlights, 221
"pumping," 227
snow tires, 226
sun glare, 222
tire chains, 226
tire wipes, 225
"rocking," 227
skids: braking, 226
  cornering, 226
  power, 226

SUMMARY

1. In adverse weather conditions, keep windshield and headlights clean. Use defroster and open windows enough to clear steamed windows. Clear frost, sleet, or snow from all windows before driving.

2. At night, it is important to know the limitation of headlight vision. Glare is also a problem. IPDE functions require reduced speed at night.

3. Do not overdrive the headlights; a driver must be able to stop the car within the distance lighted by the headlights, no matter how short it is.

4. Use low-beam headlights in rain and fog to direct the strongest light beam to the pavement for better visibility. Use low-beam headlights in twilight to make the car visible.

5. The slickest rain surface happens in the first few minutes, when dust and oil drippings combine with water. Later, the rain washes the pavement clean.

6. Hydroplaning occurs when the front tires ride up on top of surface water. The resulting loss of friction causes loss of steering control. Slow down when there is water on the road surface.

7. Reduce power when a power skid starts, then accelerate gently. In a braking skid, release the brakes; brake again, more gently. In a cornering skid, do not brake; steer to keep the car going straight in the direction you want to go.

8. Snow tires are good for driving in soft snow. Chains give the best traction but must be removed when snow or ice melts.

9. When driving on snow covered roads, start gently, steer gently, brake gently, and stop gently.

WORK SHEET W 14 b

Limited Traction

1. When driving in bad weather, reduce your speed and increase your following distance to what? ______________ Seconds

2. On ice, what provides the best traction for short stopping distances?

3. Why are roads slippery just after it has started to rain during dry weather?

4. When driving through deep water:

   a. How do you tell if your brakes are wet?

   b. What is the best way to dry wet brakes?

   c. How can you keep your brakes dry while driving through deep water?

5. Hydroplaning:

   a. What happens when hydroplaning occurs?

   b. With good tires, at what speed can hydroplaning start?

   c. Besides speed, what 4 other things affect when your car will hydroplane?

      1.

      2.

      3.

      4.

WORK SHEET W 14 c

Situations of Limited Visibility

Instructions: Assume that you are the driver of each of the cars in the following situations. Discuss the situations and decide how you would respond. Try to remember all the driving tasks discussed in Module 14, Limited Visibility, Lessened Traction, and apply them to these situations.

SITUATION 1

It has been raining for some time, and water is standing in puddles on the road. A large truck in front of your car is spraying water from the road onto your windshield. What should you do? Why?

SITUATION 2

Early morning fog is reducing your visibility. It is even difficult to see the vehicle directly in front of you. There are a number of things you can do to "see" in the fog. What are they?

SITUATION 3

It is a warm, sunny, day. You are having trouble seeing because the sun is so bright. There are certain things you should do under these conditions. What are they?

SITUATION 4

There are five people riding with you in your car. It is winter, and you are having trouble seeing through the windshield because it is fogged up from the people's breath. What can you do to help you see better?

SITUATION 5

Assume that it is warm outside, and you can't see through the windshield because the humidity has fogged it up. How should you adjust your temperature setting?

WORK SHEET W 14 d

Situations of Limited Traction

Instructions: Assume that you are the driver of each of the cars in the following situations. Discuss the situations and then decide how you would respond. Try to remember all the driving tasks discussed in Module 14, Limited Visibility, Lessened Traction, and apply them to these situations.

SITUATION 1

Your car is parked on the street in front of your house, and it has been snowing for hours. Snow has piled up around the wheels. What should you do outside the car before you get in and try to move it? What should you have done to prepare your car for snow?

SITUATION 2

You are driving at 45 mph in the city, and you can see large puddles of water on the road ahead. What might happen? What should you do if this does happen? Could you have avoided this problem?

SITUATION 3

You are stuck in deep snow. You have removed the snow from around the wheels. What else should you do to move the car?

SITUATION 4

The weather is cold, it has been raining for some time, and the road is very slick. There are many things to remember when accelerating on slippery surfaces. What are they? Why should you take these precautions?

EVALUATION E14

limited traction   limited visibility

Use the above two "conditions" to describe the following situations. You "might" use both answers for each question.

1. fog ____________________

   ____

2. sun glare ____________________

   ____

3. rain ____________________

   ____

4. snow and ice ____________________

   ____

5. snow and sun combined ____________________

   ____

Use these words to fill in the blanks below:

hydroplaning   low beam   overdriving   reduce   rocking

1. Drive with ________________ headlights in fog or hard rain.
2. ________________ headlights is driving faster than the distance you can see ahead.
3. ________________ is a method of shifting quickly from drive to reverse to help you get out of a snow situation.
4. The key to driving with reduced traction and visibility is to ________________ your speed.
5. ________________ results when a car rides on top of the water instead of on the pavement.

SPECIAL DRIVING CONDITIONS

GOAL: Understand how to drive in extreme conditions, including: hot weather, cold weather, strong winds, steep grades, and volcanic ash

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 181-182 and 228, and/or Sportsmanlike Driving, pages 155-156 and 161-162.

VOCABULARY

SUMMARY

1. Cross winds cause handling problems, especially for lightweight vehicles, vans and trucks, and cars pulling a trailer.
2. Volcanic ash is very slick when wet.
3. Visibility is limited when volcanic dust is in the air, and a driver should slow down.

MODULE 15 -- SPECIAL DRIVING CONDITIONS

GOAL: Understand how to drive in extreme conditions, including: hot weather, cold weather, strong winds, steep grades, and volcanic ash

	TSE Teacher	Spec. Ed. Teacher
1. Read Drive Right, pages 181-182 and 228, and/or Sportsmanlike Driving, pages 115-156 and 161-162.	X	X
2. Complete work sheet W15a and teacher-led discussion.	X	
3. Complete evaluation E15a.		X

EVALUATION E15

Use these words to fill in the blanks:

hot weather
cold weather
strong winds
steep grades
volcanic ash

1. May cause overheating and a boil-over. ____________________
2. May cause a freeze-up and a "cracked block". ____________________
3. Affects handling and causes special problems for cars pulling trailers. ____________________
4. May cause brakes to overheat and fail. ____________________
5. May cause reduced visibility and reduced traction.

    ____

TRUE OR FALSE:

1. ___T ___F Strong cross winds will not affect a regular car.
2. ___T ___F Steep grades only affect cars pulling trailers, heavy trucks, and vans.
3. ___T ___F A head wind makes your car go faster.
4. ___T ___F A tail wind pushes a car from the side.
5. ___T ___F Add water to an over-heated radiator when the motor is off.

MODULE 16

VEHICLE CHARACTERISTICS, MOTORCYCLE AWARENESS, NON-MOTORIZED TRAFFIC

GOAL: Cooperate with other types of vehicles, pedestrians and animals

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 139-149, 166-171, and 179, and/or Sportsmanlike Driving, pages 193-200, 220-228, and 230-236.
2. Using transparency master set T16a, complete work sheet W16a and discuss.
3. Complete work sheet W16c.

MODULE 16 -- VEHICLE CHARACTERISTICS, MOTORCYCLE AWARENESS, NON-MOTORIZED TRAFFIC

VOCABULARY

acceleration
bike flag, 171
bike reflector, 171
deceleration,
face shield, 144
front brake lever, 141
jaywalking, 167
passenger hand grips, 145
protective clothing
and equipment, 143
safety helmet, 144
stability,
trail riding, 142

SUMMARY

1. Car drivers have an extra responsibility to avoid conflicts with cyclists since drivers are protected and motorcyclists are not.

2. The small size of motorcycles and the difficulty of balance and control contribute to traffic problems. Cyclists lack adequate protection and are often inexperienced.

3. Cyclists must obey all motor-vehicle laws as well as special rules for cycles. They are responsible for controlling their motorcycles under all conditions.

4. Cyclists should use helmets, eye protection, gloves, heavy shoes, jackets, and a windshield or face shield whenever they ride.

5. Cyclists should receive proper riding instruction and should practice many hours before entering traffic.

6. Cycle passengers should wear protective gear and sit still on the cycle. The passenger should let the driver do the balancing.

7. The IPDE process for both driver and cyclist should include defensive strategies for identifying hidden spots for cycles, predicting handling traits of all vehicles, considering others when making decisions and avoiding sudden actions.

8. Cyclists are often hard to see when they are hidden at blind corners and between vehicles in traffic lanes, as well as when they are not traveling in the correct path.

9. Motorcyclists should drive in the left car-wheel track of the lane, avoid riding in driver's blind spots, cross railroad tracks at a right angle, avoid unnecessary land changes, always have lights on, and not ride side-by-side.

10. Both car drivers and cyclists must always keep an extra space cushion between them, especially at intersections, in city traffic, and in adverse conditions.

11. Adverse conditions can reduce and distort the vision of a cyclist. Balance and control are much more difficult on slippery roads.

12. Trucks, slow moving vehicles, and animals present problems that a driver must react to by adjusting speed and space.

MODULE 16 -- VEHICLE CHARACTERISTICS, MOTORCYCLE AWARENESS, NON-MOTORIZED TRAFFIC

GOAL: Cooperate with other types of vehicles, pedestrians, and animals

	TSE Teacher	Spec. Ed. Teacher
1. Read _Drive Right_, pages 139-149, 166-171, and 179, and/or _Sportsmanlike Driving_, pages 193-200, 220-228, and 230-236.	X	X
2. Read four (4) pamphlets.	X	
3. View filmstrip cassette, "How to Tell Your Car About Motorcycles".	X	X
4. Complete work sheet W16a and discuss (transparency T16a).	X	X
5. Complete work sheet W16b.	X	
6. Complete work sheet W16c.		X
7. Complete work sheet W16d.		X
8. Complete evaluation E16.		X

SUMMARY (continued)

13. Motorists should be especially alert for pedestrians and bicyclists when approaching crosswalks and intersections, turning corners, coming out of driveways and alleys, and approaching buses and parking lots.

14. Proper seeing habits, car placement, communications, and speed control are techniques a driver can use to avoid pedestrians and cyclists.

15. When getting out of the car on the street side, a driver should check mirrors, look over left shoulder, get out, close the door, and move to the rear.

16. Bicyclists are involved in collisions with cars because of their lack of skill, their disregard for the rules of the road, their unsafe or defiant attitude toward motorists, their small size which makes it hard for motorists to see them, and pavement hazards.

17. Pedestrians should wear light colored clothing at night and walk facing traffic where there are no sidewalks.

WORK SHEET W16a
(Page 1 of 2 pages)

Directions: On viewing each of the transparencies of different types of traffic situations involving vehicles with varying characteristics, the student will rate the vehicles indicated in relation to all other vehicles in the areas requested using the following scale: 5 best, 4, 3 average, 2, 1 poorest. The student will also answer the questions asked about each situation in regard to varying vehicle characteristics.

1. Situation C5-3 -- Fast moving freeway traffic encountering a slower-moving vehicle. Both A and B are mid-size vehicles.

	Vehicles A & B	Vehicle C
Acceleration		
Deceleration		
Maneuverability		
Stability		
Driver Visibility		

a. What considerations concerning vehicle characteristics should be given by the driver of Vehicle A in negotiating this situation?

b. If the positions of vehicles A & C were reversed, what differences would there be for driver C in negotiating this situation?

c. What common considerations should be given by all drivers for a vehicle such as vehicle C?

2. Situation A1-4 -- Vehicle A (a full-size passenger car) is approaching Vehicle C (a truck), that is backing out of an angle parking space. There is a motorcycle (Vehicle B) approaching in the opposite direction.

	Vehicle A	Vehicle B	Vehicle C
Acceleration			
Deceleration			
Braking			
Maneuverability			
Stability			
Driver Visibility			

a. What considerations concerning vehicle characteristics should be given by the driver of Vehicle A in negotiating this situation?

Vehicle B?

b. If the positions of Vehicles A and B were reversed, what differences would there be for Vehicle B in negotiating this situation?

Vehicle A?

WORK SHEET W16a
(Page 2 of 2 pages)

c. What common considerations should be given by all drivers for a vehicle such as Vehicle B (motorcycle)?

d. What differences result in regard to vehicle characteristics if Vehicle C was a standard car rather than a truck?

3. Situation B3-5 -- Vehicle A (Camper) is approaching a crest of a hill travelling 55 MPH. On the other side of the hill is Vehicle C (slow-moving tractor). Coming up the hill in the opposite lane is a sub-compact car (Vehicle B).

	Vehicle A	Vehicle B	Vehicle C
Acceleration			
Deceleration			
Braking			
Maneuverability			
Stability			
Driver Visibility			

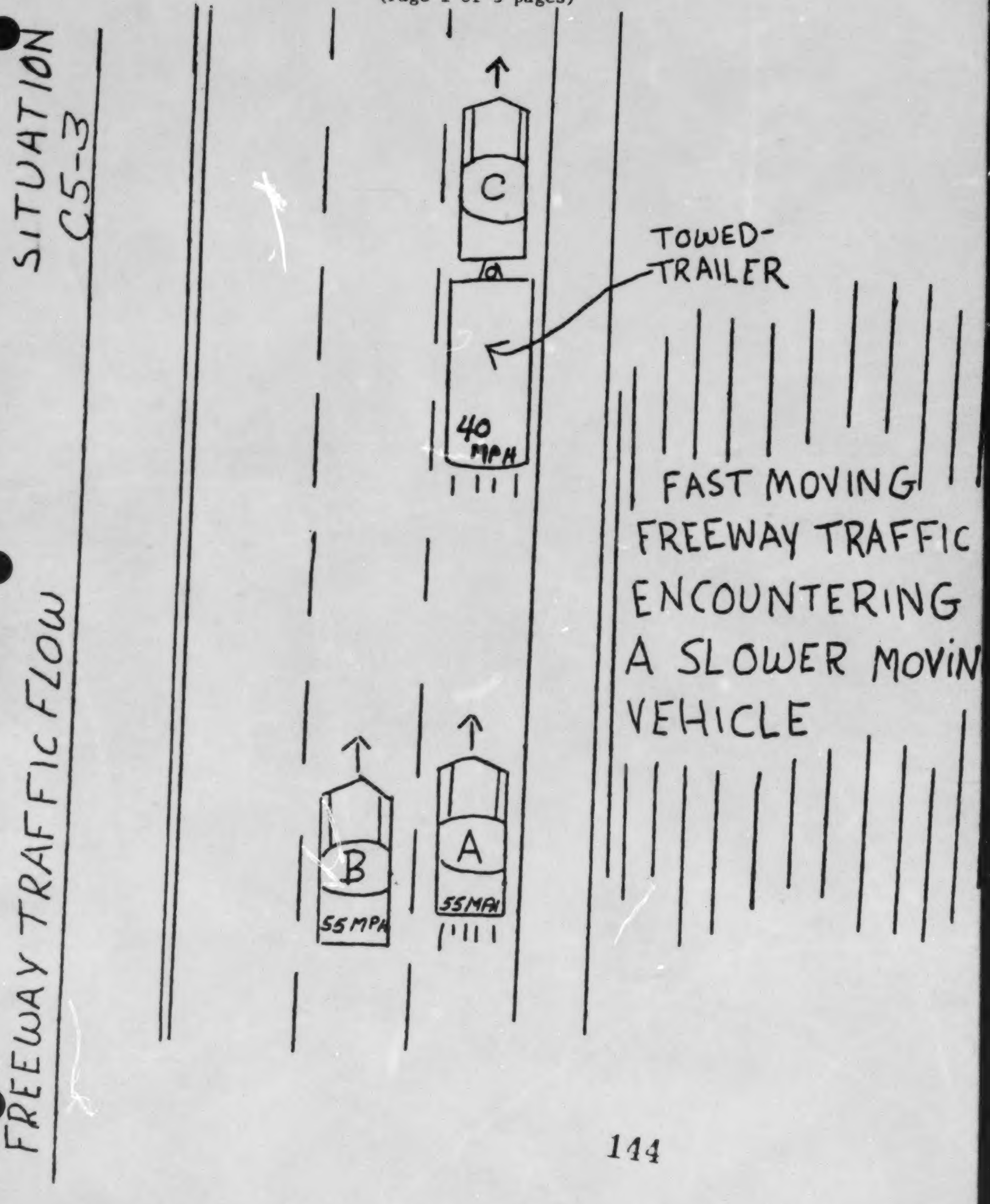
a. What problems regarding vehicle characteristics will the driver of Vehicle A have once it tops the hill and sees the tractor?

b. What advantage is gained regarding vehicle characteristics because Vehicle B is a sub-compact car?

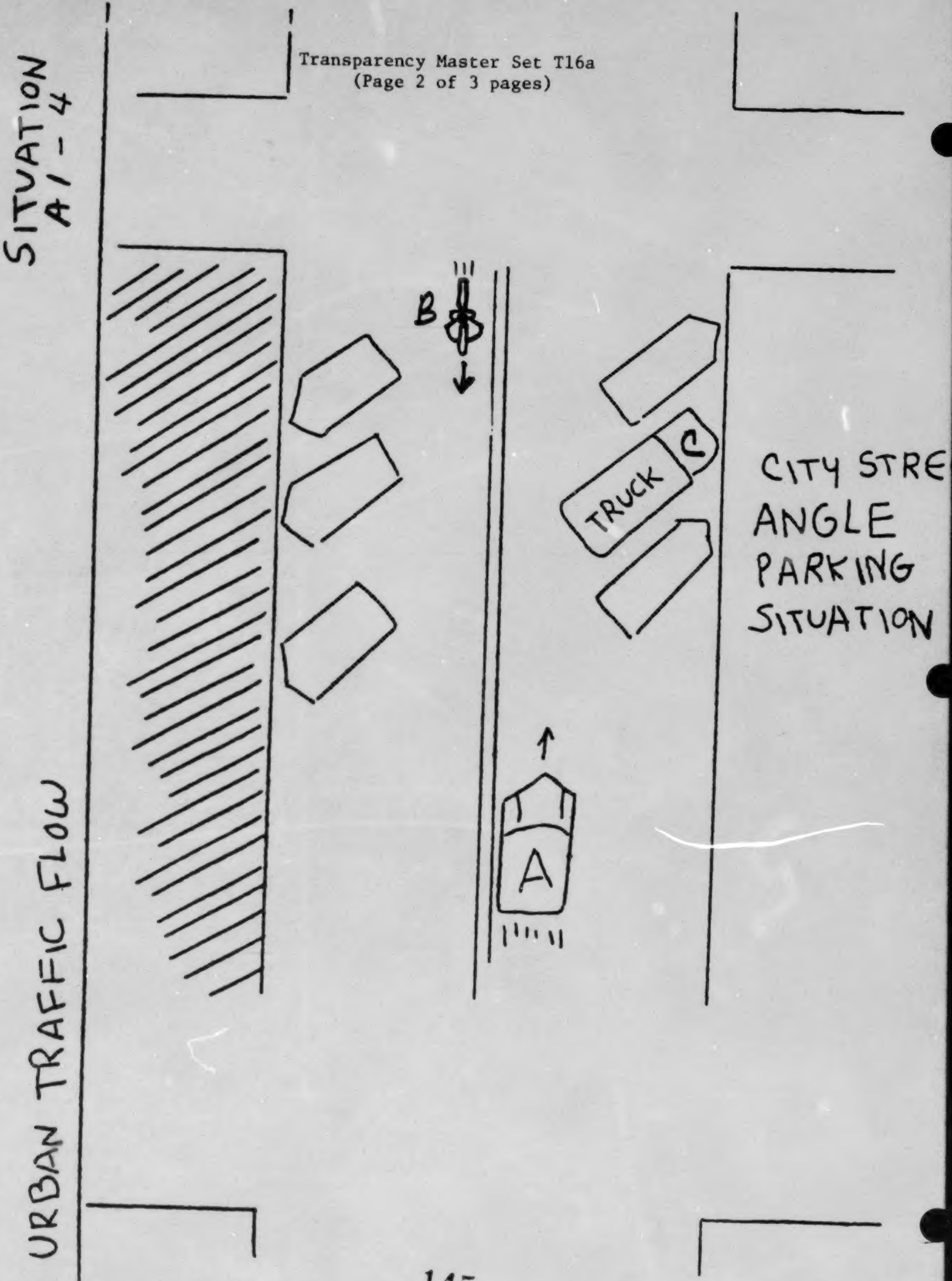
c. Would the situation be less critical or more critical if Vehicles A and B were reversed? Why?

d. Considering the characteristics of the tractor, what different procedures should the driver take to minimize conflic situations?

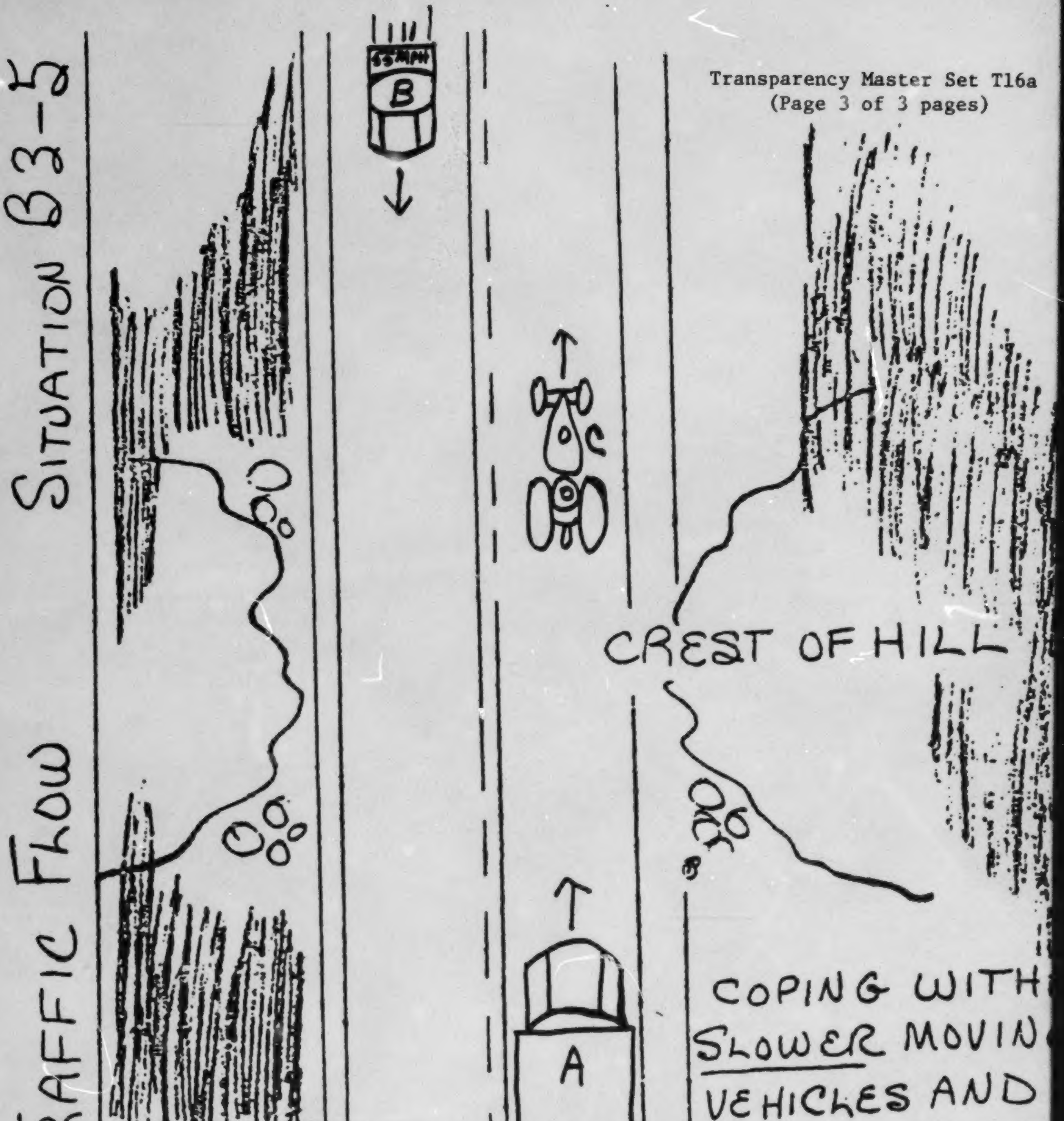
Transparency Master Set T16a
(Page 1 of 3 pages)


SITUATION
C5-3
FREEWAY TRAFFIC FLOW
C
TOWED-TRAILER
40 MPH
FAST MOVING FREEWAY TRAFFIC ENCOUNTERING A SLOWER MOVIN VEHICLE
B
55 MPH
A
55 MPH

Transparency Master Set T16a
(Page 2 of 3 pages)


SITUATION A1-4
B
TRUCK
C
CITY STRE
ANGLE PARKING SITUATION
A
URBAN TRAFFIC FLOW

Transparency Master Set T16a
(Page 3 of 3 pages)


RURAL TRAFFIC FLOW
SITUATION B3-5
55MPH
B
C
CREST OF HILL
A
55MPH
COPING WITH
SLOWER MOVIN
VEHICLES AND
ROADWAY CHANG

WORK SHEET W 16 c

(One page only)

1. What is the meaning of a pedestrian carrying a white cane? How does that change possible actions by you as a driver?____________________

2. What precautions should you take when approaching a person on horseback on the roadway?____________________

3. Explain the right-of-way rule for pedestrians at:
   a. Unmarked intersections____________________
   b. Marked intersections____________________
   c. Jaywalking____________________

4. What laws govern bicycle riders for right-of-way at intersections?____________________

5. In the following traffic environments, which two parts of the so-called 5-way pedestrian defense system (attention, seeing habits, car placement, communication, speed control) would be most important for drivers to use in each situation?
   a. Parked cars on residential street____________________
   b. Driving on a gravel county road____________________
   c. Residential street - children in the yard____________________
   d. Business area at dusk____________________
   e. Pedestrians waiting to cross at intersections____________________

6. Traffic laws are usually considered as applying to drivers. But they apply equally as well to pedestrians. Why do you think that should be so?____________________

WORK SHEET W 16 d

PERFORMANCE CAPABILITIES

	ACCELERATION	DECELERATION AND BRAKING	CORNERING & DIRECTIONAL CONTROL	STABILITY
Two-wheelers				
Recreational Vehicles				
Trucks and Buses				
Sports Cars				
Economy Models				
Standard Passenger Cars				
Slow Moving Vehicles				

DIRECTIONS: Rank the eight vehicle classes according to each of the four performance capabilities.

RATING: Use GOOD; FAIR; POOR.

EVALUATION E16

TRUE OR FALSE:

1. ____T ____F You should leave a larger space cushion between yourself and a cyclist.

2. ____T ____F There are special rules and laws for motorcycle operators.

3. ____T ____F It is legal and safe for cyclists to drive side by side.

4. ____T ____F The "blind spot" is a special problem for a motorcyclist.

5. ____T ____F Slippery roads do not have a serious impact on cyclists.

6. ____T ____F Trucks, slow moving vehicles, animals, and pedestrians present special problems to the motorist.

7. ____T ____F The major cause of motorcycle accidents is usually inexperience.

8. ____T ____F The IPDE process becomes easier when operating a motorcycle.

9. ____T ____F Helmets, although not required by law, are a safety precaution for cyclists.

10. ____T ____F All vehicles perform the same in relation to braking, steering, and acceleration.

INTERNAL AND PHYSCIAL FACTORS, ALCOHOL AND OTHER DRUGS

GOAL: Understand how driving decisions are affected by attitudes, alcohol, drugs, and health

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 255-263, 269-277, and 283-291, and/or Sportsmanlike Driving, pages 270-281 and 283-292.
2. View and discuss Trigger Films "Go", "Stop Sign", and "Homework"; source: ESD film libraries.
3. Complete work sheet W17c.
4. Participate in teacher-led discussion using work sheet W17c.
5. Using work sheet W17e and booklet, "People Do Drink and Drive", participate in teacher-led discussion (Pages 2 and 3).
6. Complete work sheet W17f.

MODULE 17 -- INTERNAL AND PHYSICAL FACTORS, ALCOHOL AND OTHER DRUGS

VOCABULARY

amphetamines, 291
antihistamines, 290
barbiturate, 291
blood alcohol level, 284
carbon monoxide, 261
central vision, 256
color vision, 259
compensate, 255
coping, 274
depth perception, 257
emotion, 269
fixation, 256
fringe vision, 256
glare recovery, 258
glare resistance, 258
hallucinogen, 291
impairment, 286
implied consent law, 288
inhibition, 284
narcotic, 291
night visual acuity, 258
peripheral vision, 256
risk-taking, 272
sedative, 291
speed smear, 259
stimulant 291
stress, 270
tranquilizer, 290
tunnel vision, 257
visual acuity, 257

SUMMARY

1. Messages are sent to the brain by the eyes only during each stop or fixation. Fringe or peripheral vision picks out objects to the sides, above, or below the line of sight. The eyes then focus the narrow cone of central vision on the object that requires attention.

2. Visual acuity enables a driver to see an object sharply and distinctly; field of vision--to gain information from all parts of the traffic scene; depth perception--to judge distances; night vision--to see under conditions of dim light, to see in spite of glare at night, and to recover from the glare of oncoming headlights.

3. Fatigue dulls the mind, slows muscular response, and lengthens decision-time. Rest is the best remedy. Avoid driving for long periods. Keep eyes moving and windows open.

4. Temporary illness affects vision, brings on fatigue, and reduces alertness. Physical disabilities limit movement and slow muscular action. When ill or temporarily disabled, avoid driving or drive slower on lightly traveled routes.

5. For impairments of visual acuity, wear corrective glasses; peripheral vision--move eyes continuously; depth perception--leave more following distance and wait for greater clear distance when passing; color vision--know shapes of traffic signs, watch other drivers at signals, read warning signs on flashing signals; night vision--slow down, look beyond oncoming headlights, wear sunglasses during the day, keep windshield clean, interior car lights off; hearing--wear hearing aid, keep radio volume low, window open.

6. Some medicines and drugs can cause drowsiness, dizziness, and reduced alertness. Find out possible side effects from physician or pharmacist. Take only the recommended dosage and wait until after driving to take medicine.

SUMMARY (continued)

7. Carbon monoxide can get into a car from a poorly operating engine and from a faulty exhaust system, from air vents in heavy traffic, and from an open tailgate or trunk lid of a moving car. It is also present in cigarette smoke. Don't run the engine in a closed garage; keep car window partly open at all times; keep engine and exhaust system in good repair. Carbon monoxide can cause headaches, nausea, drowsiness, dizziness, muscular weakness--then unconsciousness and death. Get the victim into the open air fast.

8. Hearing disability may be corrected with a hearing aid or compensated for by more active use of the eyes when driving. Persons who have lost the use of arms or legs, or have other muscular disabilities, may drive with special controls. Persons with chronic illness must be under a physician's care and be licensed. The driving record of permanently disabled drivers is as good or better than that of drivers without physical disabilities.

9. Alcohol causes slowed reaction time and faulty coordination, which affect a driver's ability to respond to the IPDE process correctly and quickly in an emergency.

10. Controlling the amount and manner of drinking can somewhat limit the effects of alcohol.

11. Young drivers who are inexperienced at both drinking and driving are impaired at lower blood-alcohol levels than are experienced drinker-drivers.

12. Five common misconceptions about alcohol are: I can "burn off" alcohol by strenuous activity; I've built up a tolerance; I can "sober up" by drinking black coffee and taking a cold shower; I can drive safely after a few drinks; I'm OK. I'm only drinking beer.

13. Most states have set the minimum legal limit for intoxication at 0.10 percent blood-alcohol level as determined by chemical tests for intoxication.

14. Under the implied consent law, drivers agree in advance to take a chemical test for intoxication if arrested on suspicion of driving "under the influence."

15. State and federal governments have developed programs to identify heavy drinker-drivers, suspend or restrict their licenses, provide counseling and medical treatment, and provide transportation for essential trips for those in the program.

16. Common remedies and medicines cause many collisions because they are so widely used and people don't realize their dangerous side effects.

17. Antihistamines and tranquilizers are two common drugs that can impair driving ability.

18. Non-prescription medicines can reduce alertness and clear thinking. They can also cause drowsiness, dizziness, and blurred vision.

SUMMARY (continued)

19. Amphetamines stimulate the nervous system. After the first effects wear off, the body's energy reserves are used up, followed by a dangerous let-down. Barbiturates slow down the nervous system. They cause drowsiness and slow reactions.

20. Emotions can interfere with and block out the normal IPDE process and can result in faulty driving decisions.

21. Emotions cause changes in heartbeat, breathing rate, and digestive process.

22. Anger is the most common emotion shown by drivers. All emotions, such as fear, anxiety, excitement, and joy, tend to interfere with driving.

23. Emotions can lead a driver to deliberately take risks with a car. This action is immature because the potential dangers are too great compared to the benefits.

24. By performing the driving task without emotional control, a driver can reduce the risk involved in driving.

25. A driver can learn to cope with emotions by using some of the following techniques: drive in an organized fashion, choose routes free of frustrating situations, anticipate emotion-producing traffic and prepare to face it, and make special efforts to keep emotions under control when tired.

26. Passengers can aid the driver by not distracting the driver, discouraging reckless behavior, and not allowing a friend to drive when person is impaired.

27. Drivers who drive for many years without collisions or violations have a desire to drive safely, recognize their own capabilities and limitations, and apply IPDE with controlled emotions.

MODULE 17 -- INTERNAL AND PHYSICAL FACTORS, ALCOHOL AND OTHER DRUGS

GOAL: Understand how driving decisions are affected by attitudes, alcohol, drugs, and health

	TSE Teacher	Spec. Ed. Teacher
1. Read *Drive Right*, pages 255-263, 269-277, and 283-291, and/or Sportsmanlike Driving, pages 270-281 and 283-292.	X	X
2. "Puzzle on the Floor" activity.	X	
3. View "A New Look at the Old Sauce".	X	
4. View "The Decision is Yours". Discuss the questions.	X	
5. View and discuss "Go", "Stop Signs", and "Homework". (ESD film libraries)	X	X
6. Complete work sheet W17a.	X	
7. Teacher-led discussion (work sheet W17a).	X	
8. Complete work sheet W17b.	X	
9. Complete work sheet W17c.	X	X
10. Teacher-led discussion (work sheet W17c).	X	X
11. Teacher-led discussion (work sheet W17e and booklet, "People Do Drink and Drive").	X	p. 2 & 3
12. Complete work sheet W17d.	X	
13. Complete work sheet W17f.		X
14. Complete evaluation E17.		X

WORK SHEET W 17 c

(One page only)

Name______________________________________

Directions: Put a check after each drug in this list in the column which most accurately describes the effects of that drug on driving competence.

	EFFECT		
	GOOD	NONE	BAD
Caffeine (coffee, tea, coke)			
Nicotine (cigarettes)			
Diet Pills			
Cough Medicine			
Aspirin			
Cold Tablets			
Alka-Seltzer			
Sleeping Pills			
Pain Pills			
Vitamins			
Allergy Pills			
Benzedrine (strong stimulant)			
Marijuana			
No-Doz Tablets			
Speed			
Tranquilizers			
Antacids (Di-Gel)			
Heroin (narcotics)			
Mouthwash (Scope)			
Beer			
Wine			
Whiskey			

List four of the factors which will vary the amount of effect of drugs on the human body and therefore on driving competence.

1.____________________
2.____________________
3.____________________
4.____________________

This work sheet, when completed, will be used in a teacher-led class discussion.

WORKSHEET W 17 e

(Page 1)

Supplement to the Booklet "People Do Drink & Drive"

Directions to the teacher:

1. In class, hand out Page 2 & 3 only of this work sheet to the students and have them complete it.

2. Once they have completed it, discuss their answers, using the section entitled "What Might Your Responses Mean?" on pp. 7 & 8 in the booklet "People Do Drink and Drive."

3. Check out the booklets to the students and give them the remainder of the work sheets (pp. 4-8).

4. Assign reading "People Do Drink and Drive," and completion of the work sheet.

5. Part 1. Conduct a teacher-led discussion using the following questions:

    a. Since eating before and while drinking slows down the effect of alcohol on the body, what would you suggest for the person who plans to drink or serve alcohol?
    b. How would you respond to the people who suggest cold showers, coffee, or exercise as a means of getting rid of the effects of alcohol?
    c. What are our state's laws regarding drinking and driving, and what is the BAC level for determining intoxication?
    d. What is the only way to prevent ever reaching a BAC above .00?
    e. How many drinks could YOU consume in one hour and keep your BAC below .05? .10?
    f. What factors in addition to the amount of alcohol should a person consider in determining "how much is too much?"
    g. Where could you get help for anyone (including yourself) if he/she/you have an alcohol problem?
    h. How would you summarize your position regarding the issue, "Minding Your Own Business" vs "Helping Those In Need"?

    Part 2. Discuss the answers the students gave in each of the Situations II through IX. (This may be done on a separate day from Part I if the discussion is taking too long.)

WORK SHEET W 17 e
(Page 2)

What would you do in these situations?

(Place an "X" in the space to indicate which option you select in each situation).

You see a man who has had too much to drink getting into his car to drive off.

1. ____ If the man were having trouble opening the car door, you would help him.
2. ____ You would smile or laugh as he staggers, but you would keep walking.
3. ____ You would shake your head in disgust but mind your own business.
4. ____ You would approach the man and try to persuade him not to drive.
5. ____ Other (explain)

Your friend, who doesn't want to drink because he'll be driving, is being pressured by others to have a drink.

1. ____ You would also suggest to your friend he ought to have at least one drink to be sociable.
2. ____ You would join the laughter but say nothing.
3. ____ You would walk away from the group.
4. ____ You would tell the others to lay off.
5. ____ Other (explain)

You are invited to a party where your friends will be drinking; but, since you'll be driving, you don't want to drink.

1. ____ You accept the beer your friend gives you and drink it.
2. ____ You accept the beer and only pretend to drink it.
3. ____ You accept the beer but neither drink it nor pretend to.
4. ____ You refuse the beer and suggest a coke.
5. ____ Other (explain)

WORK SHEET W 17 e
(Page 3)

What would you do in these situations?

(Place an "X" in the space to indicate which option you select in each situation).

You have been drinking a lot and you have the family car.

1. ____ You would offer to drive your friends home.
2. ____ You would drive only yourself home.
3. ____ You would accept another's offer to drive you home.
4. ____ You would ask someone else to drive you home.
5. ____ Other (explain)

You are with your parents who have been drinking heavily, and now it's time to drive home.

1. ____ You would suggest that they drink up and drive you home.
2. ____ You would laugh with them and start putting your coat on.
3. ____ You would show disgust but say nothing.
4. ____ You would suggest that neither your mom nor your dad drive.
5. ____ Other (explain)

Your friend, who has driven you to a party, is about to have one last drink "for the road."

1. ____ You pour yourself "one for the road" and drink with him.
2. ____ You wait until he finishes his drink, but you say nothing.
3. ____ You would prefer that he not drink, but you say nothing.
4. ____ You would ask him not to have the drink.
5. ____ Other (explain)

WORK SHEET W 17 f

For the following items, answer them as honestly as you can. Try to perceive yourself as a licensed driver facing the driving problems that will be with you throughout your driving career. At the end of this sheet there is a scoring system to help you determine how your decision making process is coming along.

1. Do you think you will ever drink alcohol and drive?
2. When you own your own car you will not carry auto insurance?
3. Do you think you will ever drive your car without having your driver's license with you?
4. Do you think you will receive a speeding ticket in your first year of driving?
5. I will never wear my seatbelt. Does that sound like you?
6. Can you see yourself driving at dusk with just your parking lights on?
7. Will you perform your car maintainence after it breaks down?
8. Do you think you will be cited for failure to yield the right of way in your first year of driving?
9. Can you see yourself driving when you are overly tired?
10. Will you let someone who doesn't have a license drive your car?
11. Will you drive when you are emotionally upset?
12. In bad weather, will you drive against the road conditions?
13. Would you drive when you are ill? (flu, etc.)
14. Can you see yourself running a stop sign or red light?
15. Will you develop the one hand on the wheel technique?
16. Will your driving habits waste fuel?
17. In your first year of driving, will you have unrestricted use of a car?
18. Can you see yourself going the wrong way on a one way?
19. Would you ride a motorcycle without a helmet?
20. Do you see yourself not making the effort to keep updated with new Washington traffic laws?
21. Can you see yourself leaving a parking lot in an unsafe manner?
22. When driving, will you become one of those drivers that never use their turn signals?
23. Will you forget to headcheck in a lane change?
24. Will you drive when taking prescription medicine when it advises not to?
25. Can you see yourself with your arm around your boy or girl friend while you drive?

	YES	MAYBE	NO
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
		X2	X4

Now total the number of maybe and no responses.

Next, multiply the total of maybe and no by the number

Add the two totals together, this is your total score: (Check the chart) TOTAL: ____________

100-90 GREAT - Washington needs more drivers like you. Are you telling the truth?
89-80 We'll keep you around, but keep looking over your shoulder (WSP)
79-70 Fair, but don't be surprised if you have a few exciting moments.
69-60 We're seriously considering trading you to another state, to be named at a later date.

EVALUATION E17

Use these words to fill in the blanks below (use each once):

amphetamines
barbiturates
BAL
stress
fatigue

visual acuity
depth perception
carbon monoxide
implied consent
anger

1. "Speed" is an example of ____________________ and these stimulate the nervous system.

2. Each state has a minimal legal limit for intoxication. In Washington the legal limit for ____________________ is .10%.

3. Seeing sharply and distinctly is called ____________________.

4. ____________________ depress the central nervous system and slow down the body responses.

5. After driving long periods of time, ____________________ may result and the driver becomes more likely to have an accident.

6. ____________________ may be caused by illness, an emotional upset, or fatigue and may also increase the potential for an accident.

7. ____________ ____________ poisoning can result if a person inhales the exhaust from a car.

8. ____________________ is the most common emotion although fear, excitement, and joy may also interfere with driving.

9. ____________ ____________ means drivers agree to take a chemical test for BAL when they are driving.

10. ____________ ____________ is the ability to judge distance.

VEHICLE MAINTENANCE

GOAL: Understand the need for routine vehicle maintenance

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 297-311, and/or Sportsmanlike Driving, pages 168-179 and 181-191.
2. Complete work sheet W18b.
3. Complete work sheet W18c.

MODULE 18 -- VEHICLE MAINTENANCE

VOCABULARY

antifreeze, 305
brake fluid, 309
brake shoe, 309
carburetor, 306
catalytic converter, 306
differential, 300
disc brake, 309
driveshaft, 300
drum brake, 309
fuel line, 306
fuel pump, 306
fuse, 302
master cylinder, 308
muffler, 306
oil pan, 308
oil pump, 308
power train, 300
preventive maintenance, 299
radiator, 305
shock absorber, 308
spark plug, 300
starter motor, 302
tailpipe, 306
thermostat, 305
transmission, 300
tune-up, 300
water pump, 305
wheel cylinder, 308

SUMMARY

1. To find a good mechanic, ask friends, neighbors, and auto shop instructors. If in doubt, a new-car dealer is usually a good choice.

2. Preventive maintenance is the day-to-day and periodic attention to stop car trouble before it starts.

3. A driver can take preventive maintenance measures before and after starting the engine, while driving, at a gas stop, and when the car is lubricated and tuned.

4. Power train--Engine should be tuned once a year; transmission fluid checked monthly.

   Ignition and electrical systems--Keep water level up in the battery, terminals clean, cables tight, lights clean, fuses replaced when burned out.

   Cooling system--Keep coolant level up in the radiator. Don't drive with a boiling radiator. Check cooling system before winter. Keep antifreeze in radiator.

   Fuel and exhaust systems--Have carburetor cleaned and adjusted as needed. Use proper gas for engine.

   Lubrication system--Have car lubricated and the oil and oil filter changed according to the schedule in the owner's manual.

   Steering and suspension systems--Replace shock absorbers every 24,000 miles or if they are leaking. Check steering system often and correct problems at once.

   Braking system--Have brakes adjusted or repaired when needed, or the master cylinder repaired if brake fluid leaks.

5. Bias ply, belted, and radial tires offer a choice in price, tread mileage, and strength. A replacement tire should match the other tire on the same axle, inflation, balance, front wheel alignment, and rotation should receive careful attention.

MODULE 18 -- VEHICLE MAINTENANCE

GOAL: Understand the need for routine vehicle maintenance

	TSE Teacher	Spec. Ed. Teacher
1. Read Drive Right, pp. 297-311 and/or Sportsmanlike Driving, pp. 168-179 and 181-191.	X	X
2. Read an owner's manual; summarize maintenance.	X	
3. Teacher-led discussion--routine maintenance checks.	X	
4. Complete work sheet W18a.	X	
5. Complete work sheet W18b.	X	X
6. Complete work sheet W18c.	X	X
7. Complete evaluation E18.		X

WORK SHEET W 18 b
(One Page Only)

Many mechanical failures can be avoided if a driver notices the first sign of trouble and has the car checked at once. To show what you identify, predict, and decide, fill in the chart.

Situation	You IDENTIFY	You PREDICT	You DECIDE and ACT
Example: 1. You brake; the car pulls to the left.	Brake Trouble	Brake will lock left front wheel	Have brakes serviced
2. The engine runs well, but the temperature gauge registers 200°.			
3. Engine runs well but the temperature gauge shows 200° and generator light stays on.			
4. At 40 mph, engine runs well; at 55, it misses intermittently.			
5. The oil light flickers on several times, then stays off.			
6. The back end weaves.			
7. The brakes feel mushy.			
8. Turn signal light on instrument panel flashes and clicks unevenly.			
9. Transmission changes jerkily and late from LOW to DRIVE.			
10. At each acceleration, engine coughs and hesitates.			
11. Starter turns engine briskly at first; then sluggishly.			
12. At 50 mph, the car runs smoothly; at 55 mph, the steering wheel vibrates.			

WORK SHEET W18c

Owning and Maintaining a Car

Answer the following questions about the maintenance procedure necessary for the parts of the cooling system.

1. What fluid is required in the radiator for cold weather? ____________________
2. What service do hoses need in preparation for winter? ____________________
3. What regular check or service does the radiator need? ____________________
4. What service does the fan belt need? ________________________________
5. What service should radiators receive before winter? ____________________

The various systems in an automobile can be kept in good running condition by proper maintenance at the correct times. Several simple maintenance steps can be done by any driver. For the maintenance steps below, check only those that anyone can do to maintain the car.

1. ____ Steering system: correct "Play" in the steering wheel
2. ____ Lubricating system: clean oil pump
3. ____ Fuel system: adjust carburetor
4. ____ Battery: check fluid level
5. ____ Tires: determine when to rotate tires
6. ____ Braking system: replace master cylinder
7. ____ Battery: tighten cables
8. ____ Electrical system: determine if lights are burned out
9. ____ Lubricating system: check oil level
10. ____ Tires: balance and align them
11. ____ Automatic transmission: check fluid level
12. ____ Braking system: check brake fluid level
13. ____ Exhaust system: adjust catalytic converter

EVALUATION E18

Match the following:

_____ 1. power train

_____ 2. ignition and eletrical

_____ 3. cooling system

_____ 4. fuel and exhaust

_____ 5. lubrication system

_____ 6. braking system

_____ 7. steering and suspension

_____ 8. bias ply, belted or radial

_____ 9. preventative maintenance

_____ 10. mechanic

a. battery, fuses, cables

b. master cylinder and brake fluid

c. engine and transmission

d. lube jobs, oil filters, and oil

e. shock absorbers and steering system

f. radiator--antifreeze

g. tread, inflation, balance

h. carburetor and gas

i. a person who works on cars

j. periodic attention to stop trouble before it starts

PLANNING FOR TRAVEL

GOAL: Understand how to plan a trip considering the following:

1. Route selection
2. Vehicle preparation
3. Best mode of transportation
4. Time schedule
5. Map reading

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 331-337.

2. Teacher-led discussion using transparency T19a, pages 1 and 2.

3. Complete work sheet W19b.

4. Teacher-led discussion using Washington State road map.

MODULE 19 -- PLANNING FOR TRAVEL

VOCABULARY

legend, 334

map scale, 334

navigating, 337

road atlas, 334

trip plan, 332

SUMMARY

1. To make short trips easier, select a departure time and route by using advance information. Before leaving, routine pre-driving car checks should be made.

2. Before going on a long trip, have the car carefully checked and serviced. The owner's manual serves as a basic guide for items that may need attention.

3. Emergency equipment to take on a long trip should include a fire extinguisher, flashlight, spare parts, simple tools, first-aid kit, and tire-changing equipment.

4. Special equipment should be taken for driving in winter, such as chains, if snow tires are not used, a safety chain, battery jumper cables, window scraper, and a blanket. In severe weather, food and clothing should also be included.

5. In preparing for a long trip, arrange for traveler's checks and credit cards, pack all-weather clothing, secure the home or apartment, and establish a schedule which will enable the driver and all passengers to start the trip well rested.

6. To read a map, you must know how to use the map's legend. Most maps also have special charts and listings to tell a driver where to locate towns and special points of interest. The mileage between points and the time needed to drive that distance is also generally provided.

7. Before selecting a route to travel, a driver should consider the miles to be driven and the type of road, traffic, weather, and facilities at anticipated stops.

8. To make a trip plan work on long trips, each day's drive must be planned the night before. Rotate drivers every hour or two, use route outlines, and make decisions to stop ahead of time.

MODULE 19 -- PLANNING FOR TRAVEL

GOAL: Understand how to plan a trip considering the following:

1. Route selection
2. Vehicle preparation
3. Best mode of transportation
4. Time schedule
5. Map reading

	TSE Teacher	Spec. Ed. Teacher
1. Read Drive Right, pages 331-337.	X	
2. Teacher-led discussion--map reading.	X	
3. View "Trip Planning".	X	
4. Teacher-led discussion (transparency T19a).	X	Pages 1 & 2 only X
5. Complete work sheet W19a.	X	
6. Complete work sheet W19b.		X
7. Teacher-led discussion--Washington State map.		X
8. Complete evaluation E17a.		X

TRANSPARENCY T19A
PAGE 1

EQUIPMENT

TO BE CARRIED AT ALL TIMES (CITY TRAVEL):

- JACK
- LUG WRENCH
- SPARE TIRE
- FLASHLIGHT
- FIRST-AID KIT
- BATTERY JUMPER CABLES
- -- OPTIONAL, BUT IF ACQUIRED FOR A LONG TRIP, COULD BE LEFT IN CAR AT ALL TIMES:
  - SPARE BELTS
  - FUSES

LONG TRIPS:

ADD TO THE ABOVE:

- MISCELLANEOUS TOOLS--
  - SCREW DRIVER
  - PLIERS
  - CRESCENT/OPEN END WRENCHES
  - (SOCKET SET IF HAVE A SET)

WINTER:

- WINDOW SCRAPER
- CHAINS
- TOW LINE
- BLANKET
- WARM CLOTHES TO WORK OUTSIDE OF CAR IN EMERGENCY

TRANSPARENCY T19A
PAGE 2

1. CHECK AND SERVICE CAR AS NEEDED OR AS WILL BE NEEDED BEFORE RETURN:
   - TIRES; PRESSURE, BALANCE, ALIGNMENT
   - TUNE-UP
   - LUBRICATION
   - OIL CHANGE
   - WHEEL PACK
   - BRAKE LINING
   - WINDSHIELD WIPERS AND WASHERS
   - RADIATOR, HOSES, AND BELTS
   - AIR FILTER
   - LIGHTS
   - HORN
   - --OWNER'S MANUAL FOR ANY ITEMS SPECIFIC TO YOUR CAR--
2. BE PREPARED TO HANDLE PERSONAL NEEDS:
   - HOW TO PAY FOR EXPENSES -- GAS, FOOD, LODGING
   - EMERGENCIES
   - CLOTHING FOR ALL ANTICIPATED WEATHER AND CLIMATE
   - PLAN SCHEDULE FOR REST BEFORE AND DURING -- AND FOR AVOIDING RUSH HOUR IN CITIES.
   - OBTAIN ADVANCE INFORMATION ON WEATHER, ROAD CONDITIONS, CONSTRUCTION.
   - SPARE SET OF KEYS
3. LOADING THE CAR:
   - WEIGHT LOW AND CENTERED
   - MATERIALS SECURE
   - HEAVY OBJECTS IN TRUNK
   - ONLY "SOFT" LOOSE OBJECTS IN PASSENGER COMPARTMENT

WORK SHEET W19b

1. Using a map of Washington State, locate the map legend. Discuss each item on the legend and how it is used.

2. Plan a trip from Vancouver to Spokane, Washington.

   A. What route will you take?

   B. 1. How many miles is the trip one way? ________________

      2. Round trip? __________________

   C. List two points of interest along the way.

      1.

      2.

      3. Draw the symbols that identify these places.

   D. 1. What size city is Spokane? ________________________

      2. How do you know?

EVALUATION E19

Use the words below to fill in the blanks. You will not use every word.

- first aid
- road atlas
- navigator
- rush hour
- map legend
- snow tires
- map scale
- tire chains
- simple tools
- flashlight
- trip plan

1. List three (3) pieces of emergency equipment that you should take on long trips.

   a. ____________________

   b. ____________________

   c. ____________________

2. A ____________________ is at the bottom of a map and explains the marks and symbols on a map.

3. Avoid __________ __________ traffic when traveling to and from large cities.

4. List three special precautions for driving in winter.

   a. ____________________

   b. ____________________

   c. ____________________

5. A __________ __________ shows how many miles an inch represents.

6. A __________ __________ is a book of many different road maps.

LEGAL AND POST-CRASH RESPONSIBILITIES

GOAL: Understand the legal responsibilities of vehicle ownership and/or use and what to do in the event of an accident

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 317-325, and/or Sportsmanlike Driving, pages 202-208 and 212-216.
2. Read "A Driver's License...Your Key to the Road" pages 65-67.
3. Complete work sheet W20a (accident report form).
4. Teacher-led discussion--auto insurance.

MODULE 20 -- LEGAL AND POST-CRASH RESPONSIBILITIES

VOCABULARY

assigned-risk plan, 323
bodily-injury liability, 321
collision insurance, 321
comprehensive insurance, 321
depreciation, 320
financial responsibility law, 320
medical-payments insurance, 321
no-fault insurance, 322
policy, 320
premium, 320
property-damage liability, 321
towing insurance, 321
uninsured-motorist insurance, 321

SUMMARY

1. Buyers should determine how the car will be used, whether high performance or economy and efficiency are more important, and how much they can spend. Used cars can be bought from private owners, used-car dealers, or new-car dealers.

2. Some on-the-lot and driving checks will help narrow the choice to one or two cars. These should be checked further by a car clinic or qualified mechanic prior to purchase.

3. Regardless of how much the car is used, depreciation, insurance, and registration are fixed costs for every owner. Operating costs include gas, oil, tires, repairs, and tune-ups.

4. Many policyholders pay annual premiums to an insurance company. In the event of a claim, the insurance company pays the policyholder for damages up to policy limits.

5. Liability insurance pays for injury or property damage to others. Uninsured-motorist and medical payments pay for injury to the policyholder and his or her passengers. Collision, comprehensive, and towing cover repairs to the policyholder's car.

6. No-fault insurance pays for injury to policyholders, their passengers, and their cars regardless of who was at fault in the collision.

7. The cost of auto insurance is affected by sex, age, marital status, car equipment and engine size, cost of car, miles driven, where owner lives, accident and violation record of driver, principal driver, and claims against company.

8. Drivers involved in a collision must stop, aid the injured, prevent further damage to the cars, call police, and exchange information. They should also get witnesses and collect information, give facts to police, see a doctor, and file necessary reports.

MODULE 20 -- LEGAL AND POST-CRASH RESPONSIBILITIES

GOAL: Understand the legal responsibilities of vehicle ownership and/or use and what to do in the event of an accident

		TSE Teacher	Spec. Ed. Teacher
1.	Read *Drive Right*, pages 317-325, and/or *Sportsmanlike Driving*, pages 202-208 and 212-216.	X	X
2.	Read *Driver's Guide*, pages 8-10, 12-14, and 58-62.	X	
3.	View "Accident, Take One".	X	
4.	Read "A Student's Guide to Car Insurance".	X	
5.	Teacher-led discussion.	X	
6.	Classroom presentation (agent or broker).	X	
7.	Read "A Driver's License...Your Key to the Road" pages 65-67.		X
8.	Complete work sheet W20a.	X	X
9.	Complete work sheet W20b.	X	
10.	Complete work sheet W20c.	X	
11.	Teacher-led discussion--auto insurance.		X
12.	Complete evaluation E20.		X

WORK SHEET W20a
(Page 1 of 2 pages)

Directions: Find a description of an accident in the newspaper. Using it, complete the required accident report on the following form, making yourself one of the drivers. Some detail will have to be supplied by you that may not appear in the article. Do not leave anything blank that you would have had to fill out if you had actually had the accident.

IMPORTANT PLEASE READ CAREFULLY!

THE OPERATOR OR OWNER OF ANY MOTOR VEHICLE INVOLVED IN AN ACCIDENT WITHIN THIS STATE, IN WHICH ANY PERSON IS INJURED OR IN WHICH ANY PERSON'S PROPERTY INCLUDING HIMSELF, SUSTAINS DAMAGES IN THE AMOUNT OF $300.00 OR MORE IS REQUIRED TO COMPLETE THIS ACCIDENT REPORT FORM AND MAIL COPY 2 DIRECTLY TO THE DIVISION OF FINANCIAL RESPONSIBILITY, OLYMPIA, WASHINGTON. FAILURE TO DO SO MAY CAUSE THE LOSS OF BOTH THE OPERATOR'S AND OWNER'S DRIVING PRIVILEGE.

PLEASE BE SURE TO COMPLETE THE LIABILITY INSURANCE INFORMATION ON VEHICLE NO. 1

STATE OF WASHINGTON
MOTOR VEHICLE COLLISION REPORT

OFFICIAL USE ONLY
NO.

DATE OF COLLISION MO DAY YR	DAY OF COLLISION SUN MON TUES WED THUR FRI SAT	TIME OF COLLISION HOUR : MINUTES ☐ AM ☐ PM	COUNTY	
PLACE WHERE ACCIDENT OCCURRED MILES ☐ N ☐ S ☐ E ☐ W ☐ IN ☐ OF	CITY OR TOWN	NAME & NO. OF STREET OR HIGHWAY ON		
INTERSECTING WITH STREET OR ROAD	NON INTERSECTION BETWEEN STREET & STREET			
IF NOT AT INTERSECTION FEET	N E S W OF	SHOW NEAREST INTERSECTING STREET, HIGHWAY, HOUSE NUMBER, BRIDGE, RAILROAD CROSSING, MILEPOST OR IDENTIFYING LANDMARK		
COLLISION INVOLVED TOTAL NO. OF VEHICLES ▶	☐ FUEL SPILLAGE ☐ FIRE RESULTED	☐ HIT & RUN ☐ STOLEN VEHICLE	HAZARDOUS MATERIALS BEING TRANSPORTED ☐ FLAMMABLE LIQUID ☐ EXPLOSIVES ☐ CHLORINE ☐ OTHER ☐ CORROSIVE MATERIAL ☐ AMMONIA ☐ RADIO ACTIVE MATERIALS	
OBJECT STRUCK	(NAME OF OBJECT STRUCK)	OWNER OF OBJECTS NAME AND ADDRESS	ESTIMATED COST TO REPAIR OBJECT $	

COUNTY NO.	CITY NO.	☐ SPR URBAN ☐ RURAL			
PCT. CLS.	ADM CLS.	PREFIX	ROUTE OR STREET CODE	SECT.	
PREFIX	EQ	MILEPOST			
RAMP	DIAGRAM DATA				
INTER ☐	NON INTER ☐	X-RD CLS.	INTERSECTING STREET OR ROAD OR REFERENCED CROSS STREET OR ROAD		
SPEC. CODE USE					

VEHICLE NO. 1 (YOUR CAR)

DRIVER'S LAST NAME	FIRST NAME	MIDDLE		
STREET ADDRESS	ROUTE NO. AND BOX NO.			
CITY	STATE	ZIP CODE	DRIVER'S OCCUPATION	
DRIVER'S LICENSE NO.	STATE	SEX M F	DATE OF BIRTH MO DAY YR	AGE
VEHICLE YR.	MAKE (CHEV.-DODGE)	MODEL (NOVA-DART)	BODY STYLE (2 DR.)	
LICENSE PLATE NO.	STATE	TRAILER PLATE NO.	STATE	
VEHICLE IDENTIFICATION NO.				
REGISTERED OWNER (LAST-FIRST-MIDDLE NAME)	DRIVER'S LICENSE NO.			
OWNER'S ADDRESS (STREET, CITY AND STATE)	DATE OF BIRTH MO DAY YR			
PARTS OF VEHICLE DAMAGED	ESTIMATED COST TO REPAIR VEHICLE $			

IF MORE THAN TWO CARS WERE INVOLVED IN THIS COLLISION OR MORE THAN TWO PERSONS WERE INJURED USE A SEPARATE COLLISION REPORT FORM

VEHICLE NO. 2 (OTHER CAR)

DRIVER'S LAST NAME	FIRST NAME	MIDDLE		
STREET ADDRESS	ROUTE NO. AND BOX NO.			
CITY	STATE	ZIP CODE	DRIVER'S OCCUPATION	
DRIVER'S LICENSE NO.	STATE	SEX M F	DATE OF BIRTH MO DAY YR	AGE
VEHICLE YR.	MAKE (CHEV.-DODGE)	MODEL (NOVA-DART)	BODY STYLE (2 DR.)	
LICENSE PLATE NO.	STATE	TRAILER PLATE NO.	STATE	
VEHICLE IDENTIFICATION NO.				
REGISTERED OWNER (LAST-FIRST-MIDDLE NAME)	DRIVER'S LICENSE NO.			
OWNER'S ADDRESS (STREET, CITY AND STATE)	DATE OF BIRTH MO DAY YR			
PARTS OF VEHICLE DAMAGED	ESTIMATED COST TO REPAIR VEHICLE $			

LIABILITY INSURANCE INFORMATION-VEHICLE NO. 1- WAS THERE AUTOMOBILE LIABILITY INSURANCE COVERAGE IN EFFECT FOR THIS ACCIDENT ON YOUR CAR ☐ YES ☐ NO

NAME AND ADDRESS OF LIABILITY INSURANCE POLICY HOLDER NAME ADDRESS	CITY	STATE	ZIP	NAME OF LIABILITY INSURANCE COMPANY	
NAME AND ADDRESS OF LIABILITY INSURANCE AGENT	CITY	STATE	ZIP	LIABILITY POLICY NUMBER	

WORK SHEET W20a
(Page 2 of 2 pages)

1ST INJURY:
NAME
ADDRESS
NATURE AND EXTENT OF INJURIES
DID INJURIES REQUIRE EXAMINATION BY A DOCTOR? ☐ YES ☐ NO DOCTOR'S NAME
AGE
SEX M ☐ F ☐

INJURIES
TOTAL INJURED ☐

STATUS OF INJURED
☐ DRIVER
☐ PASSENGER
☐ PEDESTRIAN
☐
IN VEHICLE
NO

MARK FIRST ONE THAT APPLIES

KILLED	DISABLING INJURY (SEVERE)	NON DISABLING INJURY (MINOR)	POSSIBLE INJURY (I.E. COMPLAINT OF PAIN ETC.)
☐	5 ☐	6 ☐	7 ☐

MOTORCYCLE SAFETY: ☐ HELMET USED ☐ HELMET NOT USED

2ND INJURY (USE SEPARATE REPORT FOR ADDITIONAL INJURIES)
NAME
ADDRESS
NATURE AND EXTENT OF INJURIES
DID INJURIES REQUIRE EXAMINATION BY A DOCTOR? ☐ YES ☐ NO DOCTOR'S NAME
SEX M ☐ ☐

STATUS OF INJURED
☐ DRIVER
☐ PASSENGER
☐ PEDESTRIAN
☐
IN VEHICLE
NO

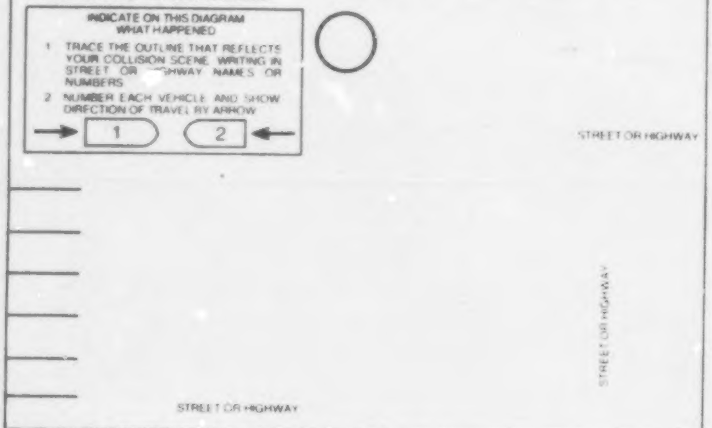
MARK FIRST ONE THAT APPLIES

KILLED	DISABLING INJURY (SEVERE)	NON DISABLING INJURY (MINOR)	POSSIBLE INJURY (I.E. COMPLAIN OF PAIN ETC
☐	5 ☐	6 ☐	7 ☐

MOTORCYCLE SAFETY: ☐ HELMET USED ☐ HELMET NOT USED

SHOW NORTH BY ARROW IN CIRCLE

INDICATE ON THIS DIAGRAM WHAT HAPPENED
1. TRACE THE OUTLINE THAT REFLECTS YOUR COLLISION SCENE, WRITING IN STREET OR HIGHWAY NAMES OR NUMBERS
2. NUMBER EACH VEHICLE AND SHOW DIRECTION OF TRAVEL BY ARROW



DESCRIBE BELOW WHAT HAPPENED: (REFER TO VEHICLES BY NUMBER)

VEHICLES POSITIONS BEFORE COLLISION

VEHICLE	N	S	E	W
NO 1 (YOUR)	☐	☐	☐	☐
NO 2 (OTHER)	☐	☐	☐	☐
PEDESTRIAN	☐	☐	☐	☐

ON STREET OR HIGHWAY NAME OR NO
ALONG
OR CROSSING
FROM DIRECTION TO DIRECTION

NO. OF LANES IN ONE DIRECTION

VEHICLE LEGALLY STANDING YES	VEHICLE LEGALLY STANDING NO	VEHICLE LEGALLY PARKED YES	VEHICLE LEGALLY PARKED NO	IF PARKED WAS VEHICLE OCCUPIED YES	IF PARKED WAS VEHICLE OCCUPIED NO
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐

INVESTIGATED B
☐ STATE PATROL
☐ OTHER POLICE
☐ CITY POLICE
☐ NO INVESTIGATION
☐ SHERIFF

PEDESTRIAN/PEDAL CYCLIST WAS USING: 1 ☐ SIDEWALK 2 ☐ WALKWAY 3 ☐ SHOULDER 4 ☐ MARKED CROSSWALK 5 ☐ UNMARKED CROSSWALK 6 ☐ OTHER 7 ☐ DESIGNATED BIKE ROUTE 8 ☐ ROADWAY

PEDESTRIAN/PEDAL CYCLIST CLOTHING COLOR 1 ☐ DARK 2 ☐ LIGHT 3 ☐ MIXED 4 ☐ RETRO-REFLECTIVE 5 ☐ OTHER REFLECTIVE APPAREL SHOES, PATCHES, ETC

ROAD SURFACE (CHECK ONE)

VEHICLE NO 1		VEHICLE NO 2	
☐	1	☐	DRY
☐	2	☐	WET
☐	3	☐	SNOW
☐	4	☐	ICE
☐	5	☐	OTHER SPECIFY

WEATHER
1 ☐ CLEAR CLOUDY OR OVERCAST
2 ☐ RAINING
3 ☐ SNOWING
4 ☐ FOG
5 ☐ OTHER (SPECIFY)

LIGHT CONDITIONS
1 ☐ DAYLIGHT
2 ☐ DAWN
3 ☐ DUSK
4 ☐ DARK STREET LIGHTS ON
5 ☐ DARK STREET LIGHTS OFF
6 ☐ DARK NO STREET LIGHTS
7 ☐ OTHER SPECIFY

TRAFFIC CONTROL (CHECK ONE)

VEHICLE NO 1		VEHICLE NO 2	
☐	1	☐	SIGNALS
☐	2	☐	STOP SIGN
☐	3	☐	YIELD SIGN
☐	4	☐	FLASHING RED
☐	5	☐	FLASHING AMBER
☐	6	☐	RR SIGNAL
☐	7	☐	OFFICER FLAGMAN
☐	8	☐	OTHER SPECIFY
☐	9	☐	NO TRAFFIC CONTROL

TYPE OF ROAD (CHECK ONE OR MORE)

VEHICLE NO 1		VEHICLE NO 2	
☐	1	☐	ONE WAY
☐	2	☐	TWO WAY
☐	3	☐	REVERSIBLE ROAD
☐	4	☐	INTERCHANGE (LOOP, RAMP)
☐	5	☐	ALLEY
☐	6	☐	TWO WAY LEFT TURN LANES
☐	7	☐	DRIVEWAY

ROAD SEPARATION

☐	2	☐	DIVIDED
☐	3	☐	UNDIVIDED

DRIVER/VEHICLE ACTIONS (CHECK ONE OR MORE)

VEHICLE NO 1		VEHICLE NO 2	
☐	1	☐	GOING STRAIGHT AHEAD
☐	2	☐	OVERTAKING AND PASSING
☐	3	☐	MAKING RIGHT TURN
☐	4	☐	MAKING LEFT TURN
☐	5	☐	MAKING U-TURN
☐	6	☐	SLOWING
☐	7	☐	STOPPED FOR TRAFFIC
☐	8	☐	STOPPED AT SIGNAL OR STOP SIGN
☐	9	☐	STOPPED IN ROADWAY
☐	10	☐	STARTING IN TRAFFIC LANE
☐	11	☐	STARTING FROM PARKED POSITION
☐	12	☐	MERGING (ENTERING TRAFFIC)
☐	15	☐	BACKING
☐		☐	GOING WRONG WAY
☐		☐	OTHER SPECIFY

ROADWAY CHARACTER
1 ☐ STRAIGHT & LEVEL
2 ☐ STRAIGHT & GRADE
3 ☐ STRAIGHT AT HILL CREST
4 ☐ STRAIGHT IN SAG
5 ☐ CURVE & LEVEL
6 ☐ CURVE & GRADE
7 ☐ CURVE AT HILLCREST
8 ☐ CURVE IN SAG

ROADWAY SURFACE TYPE

NO 1		NO 2		NO 1		NO 2	
☐	1	☐	CONCRETE	☐	4	☐	GRAVEL
☐	2	☐	BLACKTOP	☐	5	☐	DIRT
☐	3	☐	BRICK OR WOODBLOCK	☐	6	☐	OTHER
				☐	0	☐	UNKNOWN

REASON FOR NOT SEEING DANGER

DID COLLISION OCCUR IN A CONSTRUCTION OR ROAD MAINTENANCE AREA? ☐ YES ☐ NO

WITNESS NAME	ADDRESS	SEX	AGE
1			
2			

☐ CHECK (✓) IF YOU WERE DRIVING A COMMERCIAL VEHICLE AS AN EMPLOYEE OF ANOTHER

(RCW DEFINITION OF A COMMERCIAL VEHICLE IS ANY VEHICLE THE PRINCIPAL USE OF WHICH IS THE TRA
PORTATION OF COMMODITIES, MERCHANDISE, PRODUCE, FREIGHT, ANIMALS OR PASSENGERS FOR HI

SIGNATURE OF PERSON COMPLETING REPORT
X
ADDRESS
DATE OF REPORT MO DAY YEAR

DISTRIBUTION OF COPIES
SHEET NO 1 WASHINGTON STATE PATROL 4242 MARTIN WAY, OLYMPIA, WA 98504
SHEET NO 2 TO DEPT OF LICENSING DIVISION OF FINANCIAL RESPONSIBILITY, OLYMPIA, WASHINGTON 98504
SHEET NO 3 TO LOCAL LAW ENFORCEMENT AGENCY WHERE THE ACCIDENT OCCURRED
SHEET NO 4 YOUR COPY

WSP 151 (REV 2-80)

Module 20

TEACHER-LED DISCUSSION

AUTO INSURANCE

1. What is the financial responsibility law?

2. List six (6) things that contribute to the cost of an insurance policy.

    1.

    2.

    3.

    4.

    5.

    6.

3. Explain what each of the following kinds of insurance covers:

    Bodily-damage liability

    Property-damage liability

    Collision

    Comprehensive

    Medical payments

    Uninsured-motorist

EVALUATION E20

Use the words below to fill in the blanks.

policy
premium
bodily liability
uninsured motorist
depreciation

collision
comprehensive
medical payment
property liability
financial responsibility

1. When your car goes down in value each year. ____________________

2. This insurance pays for damage to your car when the accident was your fault. ____________________

3. ____________________ insurance pays for fire or theft damage to your car.

4. The agreement between you and your insurance company. ____________________

5. This law in Washington says you must pay for any damage you cause when you drive. ____________________

6. The amount you pay for insurance. ____________________

7. This insurance pays for the other person's injuries when it was your fault. ____________________

8. This insurance pays if you were hit as a pedestrian and the other driver left the scene. ____________________

9. This insurance pays if you run over your neighbor's fence. ____________________

10. This insurance covers your injuries when you are at fault. ____________________

INDIVIDUAL RESPONSIBILITIES AND OPPORTUNITIES, FUEL CONSERVATION, AND SYSTEM IMPROVEMENT

GOAL: Understand the techniques for fuel conservation, ways to make the highway system better, and career opportunities

STUDENT LEARNING ACTIVITIES:

1. Read Drive Right, pages 311 and 344-353, and/or Sportsmanlike Driving, pages 209-211.
2. Teacher-led discussion on fuel conservation.
3. Complete work sheet W21c and discussion.
4. Complete work sheet W21d and discussion.

MODULE 21 -- INDIVIDUAL RESPONSIBILITIES AND OPPORTUNITIES, FUEL CONSERVATION, AND SYSTEM IMPROVEMENT

GOAL: Understand the techniques for fuel conservation, ways to make the highway system better, and career opportunities

	TSE Teacher	Spec. Ed. Teacher
1. Read Drive Right, pages 311 and 344-353, and/or Sportsmanlike Driving , pages 209-211.	X	
2. Participate in classroom presentation (police officer, highway and/or traffic engineer, EMT).	X	
3. Teacher-led discussion--identifying deficiencies in highway transportation system; list steps to reduce problem.	X	X
4. Visit traffic court; complete work sheet W21a.	X	
5. Complete work sheet W21b; discuss.	X	
6. View "More Miles Per Gallon".	X	
7. Teacher-led discussion--fuel conservation.	X	
8. Complete work sheet W21c; discuss.		X
9. Complete work sheet W21d; discuss.		X
10. Complete evaluation E21.		X

TEACHER-LED DISCUSSION

for MODULE 21

This is intended to be a values clarification exercise aimed at getting the students to consider the seriousness of the fuel issue.

1. What reaction would you have if the Washington State Legislature passed a law as a fuel-saving measure making the minimum licensing age 18?

2. How would your life change if your family were restricted to 15 gallons of gas each week?

3. What would your reaction be if professional sports activities were limited to regional leagues and the number of games played cut to save travel?

4. If members of your family drive well over the speed limit when they think they can "get away" with it, what do you think you should do?

5. Do you think that the gas shortage is real or contrived?

WORK SHEET W21c

DIRECTIONS: Read statement. If it is a saving of energy technique, place a mark in the save column. If it wastes energy, place a mark in the waste column.

SAVE	WASTE	STATEMENT
		1. Use radial tires.
		2. Accelerate gently.
		3. A car with power steering.
		4. Using low gears more often in a stickshift car.
		5. Wheels out of alignment a little.
		6. Using multi-grade oils.
		7. Brake quickly and constantly pump brakes.
		8. Keep a steady pressure on the accelerator.
		9. Engine idling too fast.
		10. Tires are underinflated.
		11. Anticipate stops.
		12. Using the air conditioning.
		13. Driving when engine is warm.
		14. Always keep a full gas tank.
		15. Brakes are not working properly.

WORK SHEET W21d

Economy and efficiency of car operation depend on both proper maintenance and proper driving techniques. For each driving action listed below, check whether it is economical or wasteful because it causes undue wear or uses more gasoline than necessary. If it is wasteful, state what parts are unduly worn and whether gasoline is wasted.

Economical	Wasteful	Parts Worn	Gas Wasted	
				1. Squealing tires on turns.
				2. Accelerating fast from stops.
				3. Braking gradually.
				4. Warming the engine before driving fast in cold weather.
				5. Spinning wheels when stuck on ice.
				6. Not pushing in on clutch when starting a stickshift car.
				7. Accelerating smoothly.
				8. Racing the engine while waiting at a red light.

EVALUATION E21

DIRECTIONS: Mark the correct column for each of the following statements.

Saves Energy	Wastes Energy	STATEMENT
		1. Wheels out of alignment.
		2. Gentle acceleration and braking.
		3. Using air conditioning.
		4. Squealing tires on turn.
		5. Anticipate stops.
		6. Changing oil and using multigrade oil.
		7. Radial tires.
		8. Racing engine.
		9. Underinflated tires.
		10. Dirty air filters.

Name ______________________________ PRE-POST TEST

Date ______________________________ Driver's Ed

True or False

_____ 1. The speed limit on the streets in a city or town is 30 mph.

_____ 2. Mph stands for miles per hour.

_____ 3. The speed limit on county roads is 55 mph.

_____ 4. The red light on a traffic signal means stop, move into traffic if it is all clear.

_____ 5. A flashing red light means slow down.

_____ 6. A flashing yellow light means slow down.

_____ 7. A yield sign means let the other car go first.

_____ 8. A stop sign means that you must stop if traffic is approaching.

_____ 9. Regulatory signs have a white background with yellow letters.

_____ 10. Crossroad signs tell us that there are other lanes meeting each other.

_____ 11. Construction signs are green with white lettering.

_____ 12. Warning signs are diamond-shaped.

_____ 13. Warning signs tell us of possible dangers or things to watch out for.

_____ 14. Wrong-way signs are red with white letters.

_____ 15. You must yield the right-of-way at all crossroads to any motor vehicle coming from your right-hand side.

_____ 16. You must park your car at least 30 feet from a fire hydrant.

_____ 17. You cannot park within 5 feet of any driveway.

_____ 18. When you park your car, it must be three feet from the curb.

_____ 19. When you park your car, set the brake and lock the doors.

_____ 20. When parking your car facing down hill, point your wheels toward the curb.

_____ 21. On dry roads stay back one car length for every 10 mph when following another vehicle.

_____ 22. On wet roads stay back two car lengths for every 10 mph when following another vehicle.

_____ 23. Turn signals must be used 500 feet before the turn.

_____ 24. Do not pass when coming to an intersection.

_____ 25. Do not pass where there is a yellow line in your lane.

_____ 26. When driving onto a freeway, go slowly until the other vehicles let you in.

_____ 27. Turn on your car lights at least one hour before the sun goes down.

_____ 28. You must dim your headlights within 300 feet of a car coming toward you.

_____ 29. All cars must have a muffler in good working order.

_____ 30. All cars must have a map light and radio in good working order.

_____ 31. A square-shaped traffic sign means yield right-of-way.

_____ 32. It is not necessary to come to a complete stop at a stop sign if no traffic is approaching.

_____ 33. A flashing red light means slow down.

_____ 34. Crossing a double solid line in the center of a highway is prohibited.

_____ 35. The vehicle going straight through an intersection has the right-of-way.

_____ 36. An emergency brake is not necessary if foot brakes are in good working condition.

_____ 37. Headlights on high beam are best for driving in fog.

_____ 38. Passing another vehicle near a railroad crossing is legal.

_____ 39. Stop before crossing a sidewalk and/or entering the street when backing from a driveway.

_____ 40. Speed at night should be lower than during the day.

Multiple Choice

_____ 41. How does alcohol change the way a person drives?

a. Makes him a better driver because he is less afraid to take chances.
b. Makes him much less able to drive safely.
c. Makes him slower thinking, but more careful.

_____ 42. While driving, when is it best to wear seat belts?

a. Should be worn at all times, even at low speeds.
b. Needed at high speeds; not as important at low speeds.
c. Should be worn if traffic is heavy; not needed if traffic is light.

_____ 43. You stop for a red light. After a minute, the light turns green. Why is it best to wait a bit before starting?

a. Quick starts are hard on your engine and tires.
b. You need time to signal that you are starting.
c. A driver coming from the left or right may not have seen the light change.

_____ 44. Under what conditions is it all right to drive a car without being covered by insurance?

a. Should not be done under any conditions.
b. All right if someone else owns the car.
c. Should be done only if you do not have enough money for insurance.

_____ 45. For best control when driving straight, how should you hold the wheel?

a. In the "10 and 6" position.
b. In the "10 and 2" position.
c. In the "2-second" position.

_____ 46. You are parallel parked facing uphill. In which direction should your front wheels be turned?

a. Away from the curb.
b. Toward the curb.
c. Parallel with the curb.

_____ 47. You are driving in a heavy rain. The posted speed limit is 45 mph. Is 45 mph a safe speed?

a. Yes, but only if traffic is light.
b. Yes, the posted speed limit is always a safe speed.
c. No, the posted speed limit is for good conditions only.

_____ 48. You are driving on a two-lane road. The driver ahead of you is not keeping up with traffic. What should you do?

a. Pull up close behind him and flash your lights.
b. Keep a safe following distance; pass when it is safe to do so.
c. Sound your horn to let him know he is holding up traffic.

_____ 49. Which of these is the most important thing to judge before passing a car on a two-lane road?

a. Safe following distance of your own car.
b. Speed and distance of any oncoming car.
c. Speed of car you want to pass.

_____ 50. A driver's license is valid for two years and expires on the:

a. Second year to the day that you got your license.
b. First day of the new year.
c. Birthday of the driver.

_____ 51. One half of all accidents occur within _______ miles of the driver's home

a. 15   b. 25   c. 40   d. 50

_____ 52. Blind persons carrying a white cane or being guided by a dog have the right-of-way at:

a. Any part of the roadway.
b. Any intersection.
c. Any crosswalk.

_____ 53. When your car begins to skid, turn the front wheels in the ____________ ____________ as the rear end of the vehicle is skidding.

a. Opposite direction.
b. Same direction.

_____ 54. Yield signs are:

a. Yellow and black.
b. Red and white.
c. Blue and white.

_____ 55. At an uncontrolled intersection, you must yield to the car to your:

a. Left
b. Right

_____ 56. You __________ turn left onto a two-way street against a red light.

a. may
b. may not

_____ 57. On a freeway, acceleration lanes are used:

a. to turn around.
b. to pass other cars.
c. to get up to freeway speeds.

_____ 58. If you miss your exit on a freeway, you should:

a. drive to the next exit.
b. back up.
c. make a U-turn.

_____ 59. You are on a one-way street. In order to make a left turn, in which lane should you be?

a. Any lane will be all right.
b. Far left lane.
c. Center lane.
d. Far right lane.

_____ 60. Judging a safe following distance is best done by:

a. staying 10 mph under the speed limit.
b. going the same speed as the driver ahead of you.
c. using the two-second rule.

_____ 61. Which of these would be dangerous to do in a skid?

a. Take your foot off the accelerator.
b. Steer in the same direction the car is skidding.
c. Hit the brakes as hard as you can.

Tell What These Words Mean

62. Yield sign ____

63. Regulatory signs ____
____

64. Warning sign ____
____

65. Parallel parking ____
____

66. Intersection ____

67. No passing zone ____

68. One-way street ____

69. mph ____

70. Motor vehicle ____

71. Pedestrians ____

Match the Letter on the Right to the Correct Answer on the Left

		Speeds
72.	______________ school zone	a. 50
73.	______________ city street	b. 25
74.	______________ state highway	c. 55
75.	______________ freeway	d. 20